AGENDA OF THE DEVELOPMENT COMMITTEE OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A G E N D A

DEVELOPMENT COMMITTEE

1991 01 10

Confirmation of the minutes of the last regular meeting of 1990 12 06 and special meeting of 1990 12 13.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Review

2. Race Relations - Strategic Plan — Pages 1-5

NEW BUSINESS:

1. Information Management Services - Interim Report
   Members are asked to bring their copy of this Report from the December, 1990 Agenda.

2. OPSBA Update — Page 6

** 3. Watson Commission Report - Requested by Trustee Johnston

** **In addition to agenda distributed.**

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 02 05

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Integrated Training and Apprenticeship Program (SWAP)

Background:

In April, 1990, the Development Committee approved the submission of a proposal to the appropriate Ministries for the Hamilton Board of Education to become involved in the School Workplace Apprenticeship Program (Appendix A). The detailed proposal was prepared by Gord Buchan, Co-op Special Assignment Teacher, and Jim Kerr, Co-ordinator of Technological Studies, and approved by the Superintendent of Finance and the Director. The submission was made in October, 1990 and approved by the Ministry of Education and the Ministry of Skills Development in December, 1990 (Appendix B).

Pilot Proposal:

The proposal included a commitment from the Hamilton District Autobody Repair Association to support the Training and Apprenticeship Program (Appendix C). The program details and financial implications of a pilot program at Scott Park/Parkview for autobody are now in place. In order to offer and run the program in September, 1991, it must be advertised and offered to students in the current February to May period, and specific placements must be established.

Financial Implications:

Gord Buchan has developed a model for the program. It is his and Jim Kerr's view that it requires:

- One line of time ($10 000) in the February to June semester prior to starting a program (to get job placements set and to work with the employers to develop their understanding of the program, their teaching role, and their overall commitment to the program).
- One line of time ($10 000) in the September to January semester to work with the individual students, Mohawk, and each placement to set up an individual job training plan for each student.
- The rest of the program would run under the collective agreement at a class size of 1:26 (i.e. up to 13 students to one line of timetabled co-op where each student attains two credits).

RECOMMENDATIONS:

- That an I-TAP program be jointly advertised by the Hamilton Board of Education and the Hamilton District Autobody Repair Association.
- That the program run at Scott Park/Parkview beginning in September, 1991 subject to sufficient enrolment and the availability of training placements.
- That approximately $20 000 (or 2 additional lines of teaching time) be approved to pilot this program in the 1990-91 year.
- That the pilot program be monitored and a report be presented at the February, 1992 Development Committee meeting outlining numbers of students and placements, students', employers', parents' and teachers' perceptions of the program, and a detailed analysis of time and cost.

Prepared by: Gord Buchan, Co-op Special Assignment Teacher
Jim Kerr, Co-ordinator of Technological Studies

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education and Secretary

DRAFT

Development Phase
Proposed Strategic Plan Chart

Aim: To develop the Race Relations and Ethnocultural Equity Policy in Principle into a Policy which has the support and commitment necessary to ensure successful system implementation.

Board

Trustee Development Committee

Senior Management

Design Team

Membership
- Trustee
- Director
- Superintentent of Human Resources (Chair)
- Superintendent of Program
- Area Superintendent
- History Co-ordinator
- Affirmative Action Co-ordinator
- ESL Consultant
- Values Education Consultant

Steering Committee

Membership
- Trustee(s) (Chair)
- Director
- Superintentent of Human Resources
- Superintendent of Program
- Superintendent of Information
- Area Superintendent
- Elementary Principal
- Secondary Principal
- Values Education Consultant
- History Co-ordinator, Affirmative Action Co-ord., ESL Consultant
- Federations
- Unions
- Community Rep(s)
- Race Relations Directorate Rep.
- Mayor's Committee rep
- Multicultural Centre rep
- Ministry of Education rep
- Secretary of State rep
- Social Planning and Research rep

Action Teams

Action teams will be formed in consultation with steering committee using the issues identified in the Policy in Principle Document as a guideline.

Towards Race Relations and Ethnocultural Equity

Development Phase
Activities January 1990 - December 1990

The first steps in policy development are to raise awareness, develop sensitivity and knowledge about race relations and ethnocultural equity. The activities listed below emphasize that system commitment to race relations and ethnocultural equity must be both system and grassroots driven.

- Race Relations Steering Committee meetings.
- Distribution of Policy In Principle to staff and community.
- Funding proposal approved for Curriculum Documents Editor (Ministry of Education).
- Formation of Hamilton-Wentworth Community Race Relations Steering Committee.
- Formation of Race Relations Inservice Awareness Committees.
- Inservice Awareness Workshops for staff and community.
- Play "No Problems Here" for students, staff and community.
- Area 3 Race Relations Committee formed and inservice awareness conducted.
- Distribution of articles, support materials to staff and community.
- Youth conference on Race Relations (Westdale Secondary).
- Development of a strategic plan.
- Development of Reception, Orientation process at Hess Street school, including a video which will be dubbed in different languages.
- Area 2, informally attempting to identify the relationship between the Race Relations and Ethnocultural Equity document and practices in schools
  - Reception, assessment, placement.
  - Inclusion in school planning.
  - Benefits derived from linguistic and cultural diversity.
- Bridging the gaps between cultures by providing links with first language communities, e.g., native students moving into system from reservation schools.
- Establishing contacts with linguistically and culturally diverse groups through community liaison/mentors.
- Working on the Cultural Interpreter Advisory Committee of the Hamilton Inter-agency Network in the development of a framework for a Cultural Interpreter service in Hamilton.
- Improving communications with parents in their contacts with schools through the use of translators/ interpreters.
- Outreach to the Vietnamese Community re: educational services and employment opportunities.
- Acquisition of materials supporting anti-racism and multicultural education.
- Proposal for writing a curriculum unit on "Racism and the Media" for the Media Course.
- Development of a video for reception and and orientation (now dubbed in a number of languages) - Hess Street school.
- Development of a rationale for Black History Month 1991 - and resource lists.
- Multicultural/Heritage Celebrations in Schools.
- Recommending anti-racist and Multicultural material for inclusion in the central and school libraries.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1990 04 05

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: School Workplace Apprenticeship Program (S.W.A.P.)

It is our hope to submit a proposal to the Ministry of Education in co-operation with:

- the Hamilton-Wentworth Roman Catholic Separate School Board;
- the Wentworth County Board of Education;
- Mohawk College; and
- the Hamilton-Wentworth Skills Training Advisory Committee.

At this time, we anticipate a September 1991 start date for the Hamilton Board of Education's program. Prior to the implementation of S.W.A.P. in any Hamilton Board of Education Secondary School, program details and financial implications will be brought to committee for approval.

Recommendation:

That the officials submit a proposal to obtain Ministry of Education approval for the School Workplace Apprenticeship Program in Hamilton Board of Education Secondary Schools.

Prepared and Submitted by: G. Rappolt, Assistant Superintendent of Curriculum
J. Kerr, Co-ordinator of Technological Studies

Approved by: K. Rielly, Director of Education and Secretary

Towards Race Relations and Ethnocultural Equity

Development Phase
Proposed Strategic Plan Chart
- Function
- Reporting
- Membership

Design Team

Function
- designs strategic plan
- provides input to and receives direction from steering committee and action teams
- oversees the work of action teams
- presents working papers prepared by action teams to steering committee and senior management for feedback

Reporting
- provides status reports to and receives feedback from senior management
- provides status reports on a regular basis and final submissions to Development Committee

Membership
- represention from:
  - trustees
  - senior management
  - appropriate support staff

Steering Committee

Function
- receives input from stakeholders and other constituent groups
- provides ongoing direction, guidance and feedback to the design team

Reporting
- provides stakeholders and other constituent groups with regular updates

Membership
- represents stakeholder groups and other concerned constituencies

Senior Management

Function
- provides support for development process
- provides input, feedback and direction to design team

Action Teams

Function
- develops procedures, practices and sanctions for each component of the policy

Reporting
- develops working papers to be presented to design team and through design team to steering committee and senior management

Membership
- representation from:
  - each of the Areas
  - central office personnel
  - federations
  - unions
  - community organizations

Towards Race Relations and Ethnocultural Equity

Development Phase
Proposed Strategic Plan Timeline

Aim: To develop the Race Relations and Ethnocultural Equity Policy in Principal into a Policy which has the support and commitment necessary to ensure successful system implementation.

Suggested Timelines

1.	Formation of Race Relations Steering Committee.	Jan. 1991
2.	Inservice Awareness Race Relations Steering Committee.	Feb. 1991
3.	Formation of action teams in consultation with steering committee.	Feb. 1991
4.	Half-day awareness session for action teams.	Feb. 1991
5.	Two-day inservice retreat for all committees (Trustee, Steering, Senior Management, Design Team, Action teams).	Mar. 4, 5, 1991
6.	Preparation of working papers.	March - Sept. 1991

* As details of the action teams unfold, there will be regular updates to the Development Committee.

HARA Hamilton District Autobody Repair Association

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ONTARIO L0R 1P0

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Fax (416) 388-7334

OCTOBER 12/90

THE BOARD OF EDUCATION,
CITY OF HAMILTON,
P.O. BOX #2558,
HAMILTON, ONT.
L8N 3L1
FAX 521-2536

ATT'N. MR. JIM KERR
TECHNOLOGICAL STUDIES CO-ORDINATOR

DEAR MR. KERR;

WE THANK YOU FOR YOUR RECENT PRESENTATION OF THE INTEGRATED TRAINING/APPRENTICESHIP PROGRAM AS IT INVOLVES OUR TRADE OF AUTO BODY REPAIR AND PAINTING. THE CURRENT SHORTAGE OF TRADESPEOPLE AND APPRENTICES COULD CERTAINLY BE ALLEVIATED WITH THE IMPLEMENTATION OF YOUR PROPOSED PROGRAM. OUR ASSOCIATION MEMBERS ARE ENTHUSED ABOUT THE POSSIBILITIES OF EMPLOYING THE GRADUATES OF THIS COURSE.

THIS ASSOCIATION WILL CO_OPERATE IN EVERY WAY TO CONTRIBUTE TO THE SUCCESS OF THIS PROGRAM. WE CONGRATULATE GORD AND YOURSELF FOR YOUR INITATIVE AND WE THANK YOU FOR YOUR INTEREST IN OUR INDUSTRY.

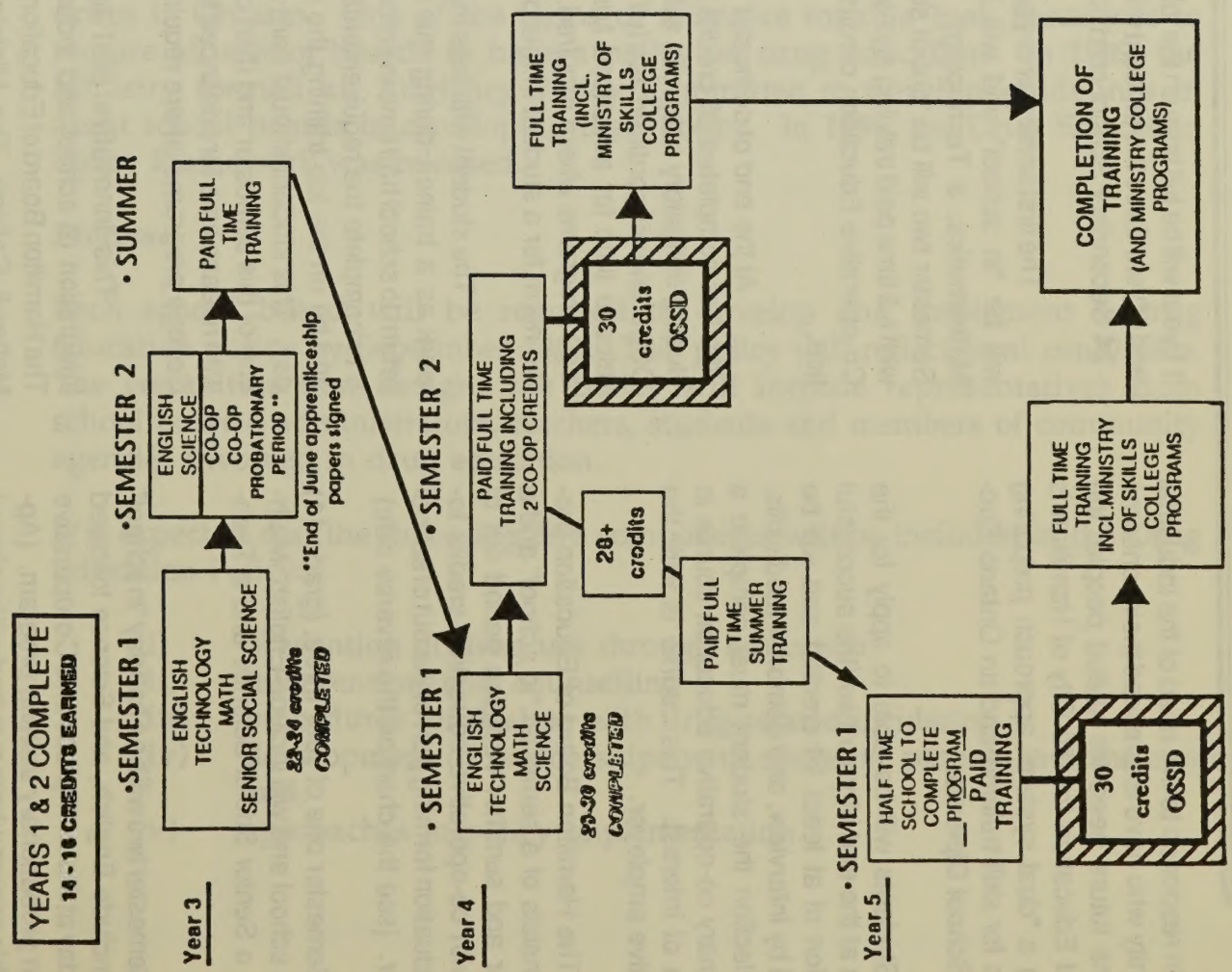
WE WILL APPOINT A COMMITTEE TO ASSIST YOUR EFFORTS. PLEASE CONTACT THE WRITER AS TO YOUR REQUIREMENTS.

YOURS TRULY,

ED. CUMMINGS
PRESIDENT

APPENDIX D

INTEGRATED TRAINING/APPRENTICESHIP PROGRAM (S.W.A.P.)



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

INTEGRATED TRAINING/APPRENTICESHIP PROGRAM
(S.W.A.P.)

In response to the need of the industrial community who have expressed their concerns about the future need for skilled people, the Board of Education for the City of Hamilton is initiating a "dual system" approach preparing students for skill training and an Ontario Secondary School Diploma.

Students will be able to apply for the program at the end of year two (the successful completion of at least 14 credits) and will be selected by interview, and demonstrated skills. After selection the student must complete a probationary co-operative education course in the area of interest. This course is with the prospective employer.

The Hamilton Board of Education program consists of a semester "in school" and a semester and summer vacation period out of school with co-operative education credits toward graduation forming part of the out of school semester. (see the chart on the reverse side)

Semester one of year three, (grade 11) will be in school and will include English, Mathematics, a Senior Social Science and a Technology.

Semester two will be a half day "in school" and will include English, and Science followed by a half day at the work place on a Co-operative Education probationary training program. (Apprenticeship papers where required will be signed during the May/June period of this phase and will credit for the hours of the Co-operative Education training. The summer of the grade 11 year will be full time on the job training. (At the end of year three the student will have earned 22 - 24 Secondary School credits toward OSSD).

The first semester of year four (grade 12) will be "in school" and will include English, Mathematics, a Technology, and a Science. Semester two will be "out of school" on the job with full time paid training and will include two (2) Co-operative Education credits toward graduation.

At the end of semester two, the student who has completed 30 credits successfully (including obligatory subjects) will be awarded an OSSD and will continue as a full time trainee with release time for advanced Ministry Skills/College programs where required. This should be the norm for a student in this program.

The student with less than 30 credits will work as a trainee during the summer period, return to school half time in semester one of year 5 to complete the requirements for graduation, and be on the job training the other half of the day. This student should earn an OSSD at the end of this semester and then continue training with release time for advanced Ministry of Skills/College programs where required.

This innovative pilot approach to the integration of school and industry will involve The Hamilton Board of Education, H.W.S.T.A.C., Mohawk College, The Ministry of Education, The Ministry of Skills Development, Hamilton-Wentworth Industry, the District Chamber of Commerce and local business.

Program Highlights

- Students acquire Certificate of Qualification after completion of hours and competency requirements
- Students acquire Ontario Secondary School Diploma
- Students earn while they learn

Who is Eligible?

Minimum requirement of 16 years of age, grade 10 or equivalent and a successful placement interview

Where do I get Further Information?

Jim Kerr 527-5092

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

100 Main Street West
Hamilton, Ontario
February 7, 1991

Chairman and Members
of the Development Committee
Education Centre

Ladies and Gentlemen:

Re: Substance Abuse Policy Planning Process

Background

In October 1988, the Ministry of Education established a Task Force on illegal drugs in Ontario. One of the terms of reference for this Task Force was to require all school boards to have a policy on drug education. In 1989, the Ministry formed an Advisory Policy Committee to develop guidelines to assist school boards in developing their policy. In 1990, the Drug Education Policy Framework was released.

Process

Each school board will be required to develop and implement a drug education policy by September 1991. This policy will reflect local conditions. The committee that designs the policy will include representatives from school boards, administrators, teachers, students and members of community agencies involved in drug education.

It is expected that the following five components will be included in the Drug Education Policy:

i) prevention of drug use through education
ii) intervention and counselling
iii) procedures for dealing with drug-related incidents
iv) development of partnerships with students, parents and the community and,
v) approaches to policy implementation.

Recommendations:

i) That this report be received for information.

ii) That the Board of Education for the City of Hamilton commence the substance abuse policy planning process which is outlined in the subsequent pages.

Prepared by: R. Chapman, Co-ordinator
Health and Physical Education

B. Schofield, Co-ordinator
Adjustment Services

Submitted by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

SUBSTANCE ABUSE POLICY PLANNING PROCESS

	STEERING COMMITTEE	POLICY DEVELOPMENT COMMITEE	ACTION TEAMS
TENTATIVE MEMBERSHIP	Coordinator of Adjustment Services* Coordinator of Physical & Health Education* Abe Friesen (Addiction Research Foundation) Secondary School Administrator Middle School Administrator Secondary School Guidance Counsellor Middle School Guidance Counsellor Trustee* *Co-Chairs	Trustee (Chair) Trustee Steering Committee Members Home and School Representative(s) Student council Representatives Federation Representatives Community Representation • Law Enforcement • Health Department • Community Action Groups	• chaired by a member from policy development committee • resource person from steering committee • other members from policy development • community representatives where applicable
FUNCTION	• proposes initial process to policy development committee • a resource to action team • provides Senior Management with initial plan, status reports and final presentations • sets global timelines • edits final document	• confirms process to be used • initiates the formation of Action teams • reviews progress of action teams • assigns action team timelines within global timelines • develops draft policy from Action Teams' Working Papers • presents draft policy to Development Committee of the Board	• Team 1 - Prevention of Drug Use through Education • Team 2 - Intervention and Counselling • Team 3 - Procedures for dealing with drug-related incidents • Team 4 - Partnerships with students, parents and community • Team 5 - Approaches to Policy Implementation Each team reviews internal and external materials Consults with appropriate community organizations Develops working papers for Policy Development Committee

SUBSTANCE ABUSE POLICY PLANNING PROCESS

TIMELINES	PROCESS
1991 02	• proposal at the conceptual stage to Senior Management for approval • presentation of conceptual work to Development Committee for approval • striking of Steering and Policy Development Committees • establishing of Action Teams • Action Teams begin work
1991 03/04	• Action Teams review existing internal policies, procedures and guidelines • Action Teams review selected policies from comparable boards of education • Action Teams develop working papers
1991 04	• Policy Development Committee meets to review working papers of Action Teams • Action Teams make appropriate revisions • Status report to Senior Management • Status report to Development Committee
1991 04/05	• Policy Development Committee prepares draft substance abuse policy • Draft policy is validated by constituent groups such as Principals/Vice-Principals, Federations, Guidance Counsellors, Health and Physical Educators, Adjustment Staff, Community groups etc. • Policy Development Committee formulate final draft of policy
1991 06	• Draft policy is presented to Senior Management • Draft policy is presented to Development Committee • Revisions as necessary • Substance Abuse Policy to the Board for approval
1991 09	• Implementation Process begins as outlined in the policy

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 02 05

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Formative Years Response Paper

Background:

In April of 1989, the provincial government introduced six initiatives for the renewal of education in Ontario. The Ministry will release a consultation paper of each of these initiatives requesting response and comment from boards of education and all other interested parties. The Formative Years, recommending future program directions for grades 1-6, is the first of these to be released.

There are no major changes in direction indicated in the document, however there are shifts in emphasis. From a program standpoint, there is a higher profile recommended for thinking skills, technology, counselling and career guidance. One new direction suggested is the development of performance indicators for students in various grades and programs. These would allow much more specific reporting to parents about student achievement, and would assist schools, boards and the province in assessing program quality. Although previous documents have alluded in general terms to the respective roles of principals, teachers and parents, this document outlines very clear expectations of principals and teachers, and encourages active participation of parents.

Enclosed in the package is a two page executive summary of the document, and a copy of the response prepared by teams of area and central staff.

RECOMMENDATION:

- That the report be approved and submitted to the Ministry of Education by February 25, 1991.

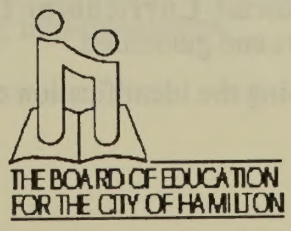
Prepared by: Diane Rawsthorn, Primary/Junior Co-ordinator

Submitted by: Darrel Skidmore, Superintendent of Program

Approved by: Keith Rielly, Director of Education and Secretary

THE FORMATIVE YEARS

Issues and Options Response Paper



January 1991

THE FORMATIVE YEARS: ISSUES AND OPTIONS RESPONSE PAPER

BACKGROUND

In the April 1989 Speech from the Throne, the Government of Ontario announced a major set of initiatives to restructure education in the province. In response to this announcement, the Ministry of Education established a Learning Programs Secretariat to manage the restructuring initiatives. One of the restructing initiatives addresses The Formative Years — the first six years of compulsory education or the Primary and Junior Divisions.

A Formative Years Work Team was established by the Learning Programs Secretariat to develop the issues and policy options related to the restructuring of The Formative Years. The restructuring will occur through a planned consultation process involving all partners in education. The consultation process is intended to facilitate discussion and collaborative planning on policy options. Through the consultation process, the Formative Years Work Team will develop policy recommendations for the first six years of compulsory education.

The Hamilton Board of Education has been invited to participate in the consultation process by being actively involved in the analysis of the issues and policy options. To develop the response from the Hamilton Board, both area and central office response teams were formed. In all forty-two educators — area supervisors, co-ordinators, consultants, principals, vice-principals and teachers — have participated. Their individual team responses have been collated and synthesized to form The Formative Years Issues and Options Response Paper from The Board of Education for the City of Hamilton. (see Appendix I, Appendix II)

EXECUTIVE SUMMARY

The Formative Years Consultation Paper contains **two** sections:

- **Issues and Options and Response Guide** — developed as reference points for examination and discussion that will aid in the development of policy for the Primary and Junior Division. For each issue a list of options is provided to encourage discussion concerning alternative courses of action.
- **Working Paper** — which provides a context for the issues and options. It is based upon information available from The Formative Years renewal study started in the spring of of 1988. It includes ideas related to curriculum and school practices in The Formative Years.

The **Issues** identified for examination, discussion and response are:

- **Basic Learning Expectations** — addressing the aims of education in the Primary and Junior Divisions
- **Divisional Organization** — addressing the discrimination between the Primary and Junior Divisions in policy and curriculum documents
- **Provincial Curriculum Description** — addressing the categorization of subjects under broad areas
- **Development of Provincial Curriculum Documents** — addressing the need for provincial policy circulars and guidelines
- **Benchmarks** — addressing the identification of student achievement within the Primary and Junior Divisions

- **Promotion Policy** — addressing the issue of retention policies within the Primary and Junior Divisions
- **School Organization** — addressing present and alternative directions for organizing children within the school
- **Support Systems for Schools** — addressing the provision of internal and external support systems

The **Working Paper** has been prepared as a basis for discussing those policies needed to govern the education of children in the first six years of compulsory schooling in the Primary and Junior Divisions of Ontario's elementary schools. The **Working Paper** has five sections:

- **The Current Context of Ontario Education** — including factors that impact on Ontario education and are reflected in its policies such as the uniqueness of each child and individual special needs; access to quality education; ethno-cultural, racial, religious and linguistic diversity; life-long learning; technological change
- **The Image of the Learner** — looking at the intellectual, physical, social and emotional development of children in the Primary and Junior Divisions
- **Education Programs for the Formative Years** — advocating the organization of the curriculum into **four broad areas of study** under which subjects are incorporated:
  - ➢ **Cross-curricular Learning** including Literacy, Numeracy and Communication; Thinking Processes; Personal and Societal Values; Independent Learning and Technology
  - ➢ **Learning about Self, Society and Physical Environments** including Social and Canadian Studies, Health; Physical Education; Science
  - ➢ **Learning and Communications** including Mathematics; Language Arts; French as a Second Language; English as a Second Language and English Skills Development (ESL/ESD)
  - ➢ **Learning in the Arts** including Dance; Drama; Music; Visual Arts
- **Assessment and Evaluation of Children's Learning** as an integral part of the education process for planning, implementation and modification of children's programs. The Ministry intends to develop **a provincial benchmark program** to improve the quality of education by placing a greater emphasis on assessing student performance. **Benchmarks are statements of critical learning outcomes that students are expected to demonstrate at a given point in time**. Performance levels in relation to benchmarks will be monitored through the provincial review process. School boards, using the results of provincial reviews, will be able to revise local programs and assessment and evaluation procedures.
- **Shared Responsibility in Education** identifies the Ministry of Education, schools boards, schools, parents and children as partners in the educational process. This partnership is seen as essential in contributing to quality education and the successful achievements of children in their formative years.The responsibilities of the Ministry of Education, school boards, parents and students within the educational process are discussed.

  The responsibilities of the school are described in detail. The principal is seen as the curriculum leader, manager of the school and a major link between school, school board and community. The school staff plans, organizes and implements programs collaboratively. Principal and staff and classroom teacher responsibilities are clearly delineated with respect to climate; assessment and evaluation; resources; planning; implementation.

THE ISSUES AND OPTIONS RESPONSE

ISSUE 1: WHAT SHOULD BE THE BASIC LEARNING EXPECTATIONS FOR CHILDREN IN THE FORMATIVE YEARS?

✓✓✓ **Option 1.1** Adopt the suggested aims of the working paper as basic expectations for children's learning.

✓ **Option 1.2** Amend the suggested aims of the working paper as basic expectations for children's learning. Please list your suggestions.

Option 1.3 Use an alternative description of aims as basic expectations for children's learning. Please list your suggestions.

Comments on Preferred Option

Among the respondent groups, there was agreement on the aims in principle. **They provide confirmation of the beliefs we hold in Hamilton and of the direction we have pursued.** Concerns were raised about how these very general aims are to be specified. Will the "basic learning expectations" be articulated as curriculum guidelines or as "benchmarks"? **It is hoped that "provincial consistency in basic expectations for children's learning" will not lead to provincial testing. In the quest for consistency, standardization and sameness, the uniqueness of children must not be sacrificed.**

If, as is hoped, the "basic learning expectations" are to be specified as guidelines, a number of respondents offered suggestions for clarification and changes in the way these are described. These changes are explained in detail under the following five items.

1. Social and Canadian Studies

There is no problem at all with the Ministry attempting to shift the focus significantly to an examination of Canadian topics. This is particularly appropriate in an increasing multicultural society where many of our students and parents have little knowledge or understanding of Canadian traditions and values.

There will be some objections to such a shift in focus. They will come in part from those who see a nationalistic emphasis as passe and who prefer to think in terms of a global village. Some others with no long standing attachment to things Canadian have suggested that a program that emphasizes the past deeds and accomplishments of Canadians with whom they can't relate ethnically/racially implies that only people from such backgrounds are important in the current Canadian context. **The shift of focus to things Canadian will create a situation in which the Social Studies/History focus from grade 1 to 9 inclusive are Canadian oriented—how much is enough?**

The most startling aspect of this suggestion for Social Studies is the fact that the sub-topics seem duplications of what already is the focus of parts of the grade 7/8 programs in History, Family Studies and Geography. Clarification and specification will be necessary to avoid duplication of the Intermediate Guidelines.

There is value for children in learning about other countries in the world beyond those represented within the multicultural makeup of their community. It is to be hoped that an emphasis on Canadian content would not preclude these valuable learning opportunities. It is important to achieve a balance between Canadian Studies and studies of other countries in the world.

To promote interdisciplinary planning the broad category could be changed to Learning about Self, Social and Physical Environments. Using the **Physical Environment** as a category would lead to the integration of **Science and Geography** as children learn about their world and the relationships between themselves and others and the physical world. Using the **Social Environment** as a category would lead to the integration of **History, Geography** and **Family Studies**. Children would learn about their society historically, geographically, sociologically, politically and economically as they examine relationships between people and the social environment both past and present. The concepts and skills related to both Science and Social Studies could be better developed through an interdisciplinary approach by using the broad categories—Social and Physical Environments. For educators they would be clearer and easier to use.

Health Studies should be renamed and integrated within this broad category Learning about Self, Social and Physical Environments. This would lead to the integration of **Health, Family Studies** and **Guidance** and reflect the physical, mental, emotional and social well-being of children. The initiatives in the areas of Substance Abuse, Family Violence and Gender Equity could be integrated within this category. The aims should be expanded to include the basic life skills for living in a complex and constantly changing world. Skills should include developing healthy relationships, self-esteem, effective communication, personal safety and prejudice prevention.

2. Mathematics

The following is an example of the specificity that would be appreciated with respect to aims. Usefulness to educators is inherent in their clarity.

Aims: Learning experiences in Mathematics enable children to:

- appreciate the value of mathematics through numerous and varied experiences related to the cultural, historical and scientific evolution of mathematics and its role in the development of our contemporary society;
- become confident in their own ability **realizing that mathematics is a common human activity**;
- **pose and solve problems** including everyday situations using a variety of processes;
- conjecture, justify discoveries and generalizations and appreciate that logic permeates all areas of mathematics;
- communicate and express mathematical ideas and data in the language, representation and notations of mathematics;
- **use manipulatives, calculators and computers as tools** in their development of mathematical ideas and problem solving;
- demonstrate understanding of the relationships involving space and shape through manipulation and verbalization;
- use spatial concepts and relationships in the everyday world and describe movements of plane and three dimensional figures;
- measure length, area, volume, mass, money, time, angles and temperature by progressing from direct comparison to standard metric units of measurement and applying these measures in their environment;
- understand number concepts and use the appropriate computational operations of addition, subtraction, multiplication and division for whole numbers and decimals;
- understand common fractions and their applications in everyday life;

- explore estimation strategies, recognize when an estimate is appropriate, determine the reasonableness of results and apply estimation in working with quantities, measurement, computation and problem solving;
- collect, organize and describe data, construct, read and interpret displays of data, formulate and solve problems that involve the collecting and analyzing of data, and explore concepts of chance.

3. Language Arts

The working paper highlights the aims of a Language Arts program. These aims include the use of "technological formats as a personal vehicle to compose, create, respond and present"... and advocates a writing process involving "draft, revision, editing and publishing with a focus on content, organization and style."

The word processing capabilities of the computer greatly extend the potential for the use of these components of the writing process. With an ever-increasing complement of microcomputers in our elementary schools, the opportunities for this will also significantly increase.

Unfortunately the **computer's potential for improving the quality of the writing process too frequently goes unrealized**. To think creatively and analytically about their writing, students must not have their minds preoccupied with the mechanical aspects of keying in information. Instead, they should have automatized those skills sufficiently to allow them to concentrate on the creation and revision of the draft.

Thus it is important for children to develop keying rates, using appropriate technique, which are at least the equivalent of their handwriting speed. This development should occur at that time within The Formative Years when they are introduced to significant textual use of the computer in their existing curriculum... and this may vary from Board to Board depending on the level of computer implementation.

Estimates of the curriculum time needed for this development vary widely, but are typically 12-30 hours. What must also be considered is the significant opportunity to more than make up for this time "lost" through the time gained over future years, upon the development of this skill. In fact, with the time on computers then being used more effectively, it will have an effect similar to having a larger number of computers in the classroom!

4. Learning in the Arts

The Arts must be included in the Basic Learning Expectations—

In a curriculum stressing global issues, literacy, and technology, children must have the opportunity to:

- explore
- reflect
- evaluate
- express/respond

} the Arts provide personal experiential avenues for activities

Moreover, the Arts feed the heart and spirit as well as the mind, and are essential to the quality of life and the development of a culture.

The Arts are the cultural imperative! The Arts are critical in a current culture which knows the price of everything and the value of nothing.

Drama in education brings the child closer to "experiencing" the curriculum.

Dance has a positive impact on self-esteem and understanding of the body and its connection to the mind and the spirit.

5. Resource-based Learning

The **importance of resource-based learning and the role of the teacher-librarian needs to be emphasized** within the implementation of "Partners-In-Action." In the information age, students need to have information retrieval skills, inquiry skills, thinking skills and processing skills. Teacher-librarians need to be identified as key teaching personnel sharing in the educational partnership as they work with classroom teachers to plan, instruct and evaluate curriculum experiences. Through their co-operation and collaboration with classroom teachers, they are able to facilitate both interdisciplinary and cross-curricular learning. Caution should be taken not to label the resource centre and the teacher-librarian as a service but rather a critical factor in the development and implementation of curriculum and in promoting the skills and attitudes related to life-long learning and independent, self-motivated problem-solving.

ISSUE 2: WHAT DIVISIONAL ORGANIZATION SHOULD BE USED FOR THE DESCRIPTION OF THE FORMATIVE YEARS POLICY AND CURRICULUM?

✓✓✓ **Option 2.1** Develop all policy and curriculum documents for the Formative Years as a single unit without discriminating between the Primary and Junior Divisions.

Option 2.2 Develop all policy and curriculum documents for The Formative Years discriminating between the Primary and Junior Divisions.

✓✓ **Option 2.3** Develop policy for The Formative Years as a single unit and develop curriculum documents discriminating between the Primary and Junior Divisions.

Comments on Preferred Option

All of the respondent groups felt that "policy" for The Formative Years should be developed as a single unit. In terms of a child's development, all divisions are artificial. Children's knowledge, skills, attitudes and beliefs develop at an uneven rate and therefore bridge both the Primary and Junior Divisions. Provincial policy should reflect this continuum of development and provide a philosophy that is consistent in The Formative Years. A common philosophy based on child development will enable educators to plan and to program more effectively and appropriately for children.

For some respondent groups, a common approach to policy logically necessitates a common approach to "curriculum." Other respondent groups felt that as long as the "policy" was consistent, "curriculum" documents could be differentiated between the Primary and Junior Divisions. **Clarity for teachers and manageability in program design were cited as factors in support for curriculum discrimination.**

Many of the respondent groups expressed the need for strong links between The Early Years and The Formative Years and between The Formative Years and The Transition Years. They are hopeful that the forthcoming consultation papers on The Early Years and The Transition Years will provide continuity with The Formative Years.

ISSUE 3: HOW SHOULD PROVINCIAL CURRICULUM BE ORGANIZED AND DESCRIBED FOR EDUCATOR AND PUBLIC REFERENCE?

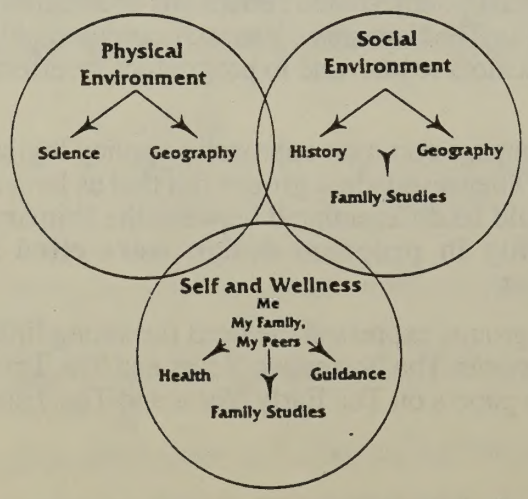
	Option 3.1	Continue with the existing provincial curriculum organization (i.e., Communications, Arts, Environmental Studies).
✓✓✓✓	Option 3.2	Use broad areas with subjects as in The Working Paper, Educating Children in Their Formative Years, 1990 (pages 10–19).
✓	Option 3.3	Use an alternative categorisation of broad areas and subjects. Please list your suggestions.
	Option 3.4	Use an alternative categorization of broad areas with no subject designations. Please list your suggestions.

Comments on Preferred Option

As educators, we must keep in mind that **our responsibility is to teach children not disciplines. Disciplines are only the vehicles through which we organize knowledge and ways of thinking**. The more intricate the organization, the less interdisciplinary the curriculum becomes. **The organization of the curriculum must reflect integration and relationships**. For most of the respondent groups, Option 3.2 is a logical step heading in the right direction toward interdisciplinary topics as well as cross-curricular learning. Some cautions were expressed. Knowledge and skills, the framework of disciplines are needed by educators in planning an interdisciplinary approach. Interdisciplinary planning has to be meaningful. Cross-curricular learning should be integrated where it is consistent with the content and purpose of the instructional experience.

Some concern was expressed that the categories as identified and presented in linear fashion do not contribute to the intended outcome of integration and interrelation. It is imperative that new and broader categories for learning be identified in The Formative Years. Freeing ourselves from the constraints of subject delineation will enable us as educators to think on a broader scale and lead to the integration of specific subject knowledge, skills and attitudes under relevant topics such as Global Education, Environmental Conservation, Family Violence and Substance Abuse. In the final format, it would be advisable to portray the integration and interrelation visually;

e.g. Learning about Self, Social and Physical Environments



Further leadership from the Ministry would be helpful in developing prototype units.

ISSUE 4: WHAT PROVINCIAL CURRICULUM DOCUMENTS SHOULD BE DEVELOPED

Option 4.1 Develop only a provincial policy circular.

✓✓✓✓ **Option 4.2** Develop a provincial policy circular and policy guidelines for all curriculum areas as determined in ISSUE 2.

Option 4.3 Develop a provincial policy circular and policy guidelines for selected curricular areas. Please list your suggestions.

Comments on Preferred Option

All the respondent groups favoured the development of provincial policy circulars and policy guidelines. With the increased mobility in Ontario today, there is a need for a degree of consistency throughout the province. The development process for curriculum policy circulars and guidelines must include consultation with local boards of education. Policy guidelines would be helpful in designing local programs if they are developed to the quality of the existing Visual Arts, Drama and Science documents. Documents of this standard reduce the need for second generation documents. While the policy guidelines should promote consistency across the province, they should neither be too restrictive nor too prescriptive. Boards will require some flexibility with respect to development and implementation if the curriculum is to reflect the needs and the available resources of the local community as well as the children and the educators.

ISSUE 5: FOR WHICH POINTS OF CHILDREN'S LEARNING IN THE FORMATIVE YEARS SHOULD BENCHMARKS BE IDENTIFIED?

✓ **Option 5.1** Benchmarks identified for the end of the Formative Years.

✓✓ **Option 5.2** Benchmarks identified for the end of the Primary Division and the end of the Junior Division.

✓✓ **No Option Selected**

Comments of Preferred Option

All the respondent groups cited a need for more information and clarification about the term "benchmarks". All groups had questions about "benchmarks" and some groups felt that until they had some answers, selecting an option was impossible. **The obvious possibility of misuse of "benchmarks" is of great concern.**

- How are they to be designed?
- How are they to be applied both locally and provincially?
- Will they assess knowledge, skills and attitudes?
- How will they reflect the Image of the Learner?

The way in which "benchmarks" are developed and implemented will determine their educational usefulness. Among all respondent groups there is support for the development of appropriate tools to assist in planning curriculum and in evaluating student progress effectively.

Among the respondents who favoured "benchmarks" for the end of the Primary and Junior Division, there is **a consensus that benchmarks should not be viewed as fixed stages or levels.** "Benchmarks" **should reflect a continuum of growth and provide observable characteristics of a behaviour descriptive nature.** "Benchmarks" at the end of the Primary and Junior Divisions should reflect "beacons" along the developmental continuum. "Benchmarks" must help educators and parents to identify where children are on the developmental continuum and where they are headed. "Benchmarks" must be linked to program planning, instruction and assessment to be useful. "Benchmarks" are essential for curriculum development and should be provided in the areas of communication, the arts and physical growth and incorporate thinking skills and problem-solving.

ISSUE 6: WHAT SHOULD BE THE PROVINCIAL POLICY CONCERNING THE PROMOTION OF CHILDREN?

✓✓✓✓ **Option 6.1** Maintain the present provincial policy as stated in the Education Act, Section 236, which identifies the principal as responsible for promotion.

✓ **Option 6.2** Amend the present provincial policies. Please list your suggestions for amendment.

Comments on Preferred Option

Among the respondent groups, the issue was not so much the one who has the duty or responsibility for promotion, but rather the practices and policies in place within school systems and in individual schools. The need for a shared role in assessment and evaluation among administrators, teachers, students and parents is strongly supported. The final decision may be the responsibility of the principal. The superintendent of schools may have veto power. However, the promotion of children must involve a co-operative, team approach.

It should be noted that the concept of "promotion" is problematic. It implies failure or retention as its opposite. Failure or retention seems to be in direct conflict with the notion of the continued development of each child.

Given the growing body of research that suggests **there are few, if any gains, from retaining children in the Primary and Junior Divisions**, the Ministry should **issue a promotion policy to address the "political" concerns around failure, retention, promotion and non-promotion.** The policy should be sufficiently encompassing to allow local boards to develop their own policies within it. The policy should mandate a school-community team approach involving teachers, parents and administrators within a collaborative consultative format. Such a policy might eliminate the variance in promotion decisions among schools and among boards of education. The Ministry might produce some case studies on promotion to serve as a discussion paper for the school-community teams in their deliberations. The Ministry needs to provide direction in this area. Rarely is it appropriate to fail a child and yet it happens far too often.

If "benchmarks" are developed as growth continuums, movement of children and communication about their progress should be made easier. We need to explore approaches within schools that minimize failure such as reducing class size and maintaining continuity between teacher and students for more than one year.

ISSUE 7: WHAT SHOULD BE THE PROVINCIAL DIRECTION CONCERNING THE ORGANIZATION OF CHILDREN WITHIN THE SCHOOL?

Option 7.1 Maintain the present direction.

Option 7.2 Provide an alternative direction concerning the organization of children within the school.

Comments on Preferred Direction

"Present direction" has been taken by the respondent groups to mean the existing situation which allows for flexibility and a variety of approaches to organization to meet the challenges of providing effective and appropriate opportunities for learning.

It would be helpful if the Ministry were to:

- provide a clarification of terms such as ungraded, peer-aged groupings, multi-aged groupings
- generate a variety of divisional organization within a school to demonstrate the alternatives.

While acknowledging that it is difficult to change organizational structures, all the respondent groups advocated some flexibility in working within divisional boundaries. The Ministry should encourage and support local initiatives—"pockets of excellence"—boards and schools seeking unique solutions to meet their specific needs. By encouraging pilot programs, such as the Primary-Junior Pilot Initiatives begun in the spring of 1988, which study outcomes and share the results across the province, greater flexibility in organizational approaches may be achieved.

ISSUE 8: WHAT SHOULD BE THE PROVINCIAL DIRECTION CONCERNING THE PROVISION OF SUPPORT SYSTEMS FOR SCHOOLS?

Educators recognize the demands of a changing society require **coordination of support services for children.** Education is becoming more "interministerial" in nature. To Herald A Child—The Report of the Commission of Inquiry into the Education of the Young Child recommended the creation of a Ministry of the Child combining Social Services, Health and Education. At the community level, these agencies come together to serve children often in an 'ad hoc' fashion and with no funds to support their efforts. The child who is hungry or abused arrives at school unable to learn because his or her basic needs are not being met. The school deals with community problems, nutritional issues and parenting skills in order to reach the child educationally. The needs and the issues are complex. **Educators frequently feel frustrated by a perceived lack of resources in the areas of social and health services.**

Provincial directions should be aimed at creating an efficient and sufficiently-funded network of integrated educational and social services to provide the necessary support for all children. Schools need to provide the focal point in a changing society accommodating the variety of family structures in today's society and reflecting community needs. Schools need to be places for nurturing, protecting and caring for children through the provision of a seamless day offering

- childcare
- lunch programs
- before and after care
- parenting centres

Training is essential to meet the challenges of changing family, society and technology. Teacher training and in-service is essential to meet the needs of the increasing numbers of children with social and emotional disorders. **Parents too need training to model and provide support for their children at home.** Parents and educators must be partners in the education of children in The Formative Years. Links between the school and the home and the community are critical.

The following is a rationale and program proposal for a comprehensive guidance program in the Primary and Junior Divisions.

RATIONALE

The concept of a comprehensive guidance program throughout The Formative Years is proposed because the increasing pressures of modern society cause immense stress on the children in our schools. This stress originates in factors such as the high rate of familial breakdown, the lack of parental presence in the home, domestic violence, child abuse, as well as negative peer pressure.

These factors demand that children become better equipped with coping skills that are necessary for survival. The world of today is changing. Children, more than ever, need support at an earlier age if they are to become responsible, productive problem-solvers.

PROGRAM

The program would be best delivered by a full-time qualified guidance counsellor in every school.

The program would involve:

1. The co-ordination and delivery of a guidance curriculum. This curriculum would assist the students in The Formative Years to:
   (a) develop a sense of personal identity and an understanding of their own potential;
   (b) learn to respect the individuality, rights and needs of others;
   (c) learn how to relate effectively to others;
   (d) develop and maintain confidence and a sense of self worth;
   (e) develop career awareness by looking at workers and their interdependence.
2. Co-ordination of the teaching of special units and topics such as traffic safety, strangers, touching, etc.
3. Liaison with teachers, parents, agencies and other schools.
4. Implementation of special needs groups such as children of divorce, social skills groups, and others.
5. The establishment of a counselling centre.
6. Co-ordination of the exit and entry process as students move into and away from their present school as well as the transition to the next phase of the students' educational program.

APPENDIX I

Response Teams and Their Members

Area One Team:
Barbara Howard, Area Supervisor
Doug Baker, Primary Consultant
Terry Gallagher, Junior-Middle School Consultant
Maxine Martineau, Special Education Consultant
Donna Calder, Principal
Joan Vineberg, Principal
Brenda Babcock, Primary Teacher
Joan Browning, Junior Teacher

Area Two Team:
Donna Quigley, Area Supervisor
Chuck Taylor, Principal
Richard Bull, Vice-Principal
Lee Hondronicols, Primary Consultant
Ken Griffin, Junior-Middle School Consultant
Betsy Durritt, Primary Learning Resource Teacher for the Gifted

Area Three Team:
Al Scott, Area Supervisor
Kathy Watters, Primary Consultant
Gail Belisario, Junior Consultant
Jacquie Diverty, Principal
Suzanne Nolan, Vice-Principal
Isabel Burton, Primary Teacher
Joyce Laidlaw, Junior Teacher

Area Four/Five Team:
George Willett, Principal
Doris Boettger, Principal
Barb Haverty, Primary Consultant
Bill Whittle, Primary Consultant
Mary Jean Tyczynski, Junior Consultant
Bob Russ, Junior Consultant
Rhonda Scott, Primary Teacher

Central Office Team:
Diane Rawsthorn, Co-ordinator Primary-Junior
Harry Traini, Co-ordinator Mathematics
Bruce Hosking, Co-ordinator Visual Arts
Bob Adams, Co-ordinator Special Education
Eleanor Duncan, Primary Consultant
Monique Martel, French Immersion Consultant

with input from:
Bill Manson, Co-ordinator Drama & Dance
Frank Cooke, Co-ordinator History
Gary Birchall, Co-ordinator Geography
Vic Lepp, Co-ordinator Guidance Services
Bob Harkness, Co-ordinator Business Education
Linda Woolfrey-Cooper, Co-ordinator Family Studies
John Henry, Co-ordinator Science
Giselle Whyte, Consultant Partners-in-Action

APPENDIX II

Respondent Information

Please complete this page and attach to your submission.

Name: (full name of the representative group, where applicable)

The Board of Education for the City of Hamilton

Address: 100 Main Street West,
P.O. Box 2558,
Hamilton, Ontario L8N 3L1

Contact Person: Diane Rawsthorn
Co-ordinator Primary-Junior Education

Telephone: 527-5092, Ext. 387

Please ☑ in appropriate space.

☐ 1.	Educators' association	☐ 5.	Parents' association
☐ 2.	Trustees' association	☐ 6.	School staff
☐ 3.	Faculty of Education	☑ 7.	School Board
☐ 4.	A personal response	☐ 8.	Other organization

How many people had input into the preparation of this response? 42

Where applicable, please indicate the division(s) represented.

☑ JK/SK	☑ Primary	☑ Junior
☑ Intermediate	☑ Senior	☑ Other

Please forward responses no later than **February 25, 1991**:

Elizabeth Terry
c/o The Formative Years Work Team
Curriculum Policy Development Branch
16th Floor – Mowat Block
Queen's Park
900 Bay Street
Toronto, Ontario M7A 1L2

(Revised)

AGENDA
of the
DEVELOPMENT COMMITTEE
of the Board of Education
1991 02 07

Confirmation of the minutes of the last regular meeting of 1991 01 10.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Review (See Separate Package)
2. Status Report - Child Care
3. Status Report on the Implementation Phase of the Race Relations and Ethnocultural Equity Policy
4. Integrated Training and Apprenticeship Program (SWAP) — Revised Pages 1 and 2, Pages 3 to 8

NEW BUSINESS:

1. Substance Abuse Policy Planning Process — Pages 9 to 12
2. OPSBA Conference Report (Requested by Trustee Clarke)

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. French Immersion Strategic Plan

NEW BUSINESS:

1. Formative Years Response Paper — Pages 13 to 27

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 02 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Hamilton Board of Education Child Care Policy

The Hamilton Board of Education Child Care Policy (shown on page 2) endorses the value of child care programs in schools, endorses the need for co-ordination of programs (i.e. the role of child care program leader), and gives priority to child care in assigning space in schools. The current level of service in providing space for Child Care Centres is shown on pages 3 and 4.

Since the approval of the child care policy in November, 1988, and the appointment of a child care program leader in February, 1989, the child care centres in our school buildings have been regularly reviewed, and there is a high level of parent satisfaction, both with the programs themselves and with the degree of co-ordination with regular school program.

The attached material is provided in order that trustees can assess the Hamilton Board of Education Child Care Policy in relation to the five models presented by the Canadian School Trustees' Association. It is being provided one month in advance in order to allow trustees time to read the material in detail, to visit centres, and to discuss their concerns with members of Senior Management.

RECOMMENDATION:

- **That the attached material be received for information and reference prior to the March Development Committee Meeting.**

Prepared by: Jennifer Powell-Fralick, Child Care Program Leader
Linda Woolfrey-Cooper, Family Studies Co-ordinator
Senior Management Steering Committee

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education and Secretary

Summary of Canadian School Trustees Survey
(Detailed Explanation for each level shown in Appendix A)

Level	Expected Educational Results	Implications	Operating Costs	
			To Parents	To Board
Level 1	No impact	No involvement	All	None
Level 2	No impact	Little involvement	All	Cost sharing for a few special needs children
*** Level 3** – 1/2 day kindergarten in all schools – some child care centres	Results for 5 year olds in 1/2 day kindergarten Positive impact for a few children	Centre space leased in schools by various groups	All except rent	May choose to provide space and mainten-ance free of charge
*** Level 4** – Centre in each Family of Schools	Positive impact for children in centres	Co-ordination of centres with school program	All except rent and some services	As above plus co-ordinator and some services
Level 5 – Centre in each school	Positive impact for majority of children	Centre and school program integrated	Salaries and operating costs of centre only	As above plus service, equipment, snacks

* *Under the 1988 Policy, The Hamilton Board of Education currently provides most services in Level Three and some services in Level Four.*

Hamilton Board of Education Child Care Policy
(adopted November, 1988)

That the Hamilton Board of Education:

- endorse the value of child care programs in schools.
- endorse the commitment that priority be given to child care centres when assigning the use of available space.
- endorse the commitment to be involved in the establishment of new facilities
- review those child care facilities which currently exist in Hamilton Board of Education facilities.
- endorse the need for the coordination of the Hamilton Board's involvement in child care.
- endorse the need for co-operation with the agents of other provincial government ministries and municipal authorities in the provision of child care.

Umbrella Family and Child Centres in Hamilton Schools
(February, 1991)

Child Care Program	Location	Ages Served	Hours of Operation	Cost	Number of Staff	Licensed Capacity	Telephone Number
Hill Park Lambs Children's Centre	465 E. 16th St.	1.5 - 5 years	7:30 A.M. - 5:30 P.M. 12 months per year	Toddlers: $125.00/wk Preschoolers: $110/wk	4 ECEs 3 Support Staff	10 Toddlers 16 Preschoolers	383-6732
Scott Park Little Spartans Children's Centre	1055 King St. E.	2.5 - 5 years	7:30 A.M. - 5:30 P.M. 12 months per year	$110/wk	4 ECEs 2 Support Staff	32 Preschoolers	545-0068
Sir Winston Churchill Children's Centre	1715 Main St. E.	2.5 - 5 years	7:30 A.M. - 5:30 P.M. 12 months per year	$110/wk	4 ECEs 2 Support Staff	32 Preschoolers	545-6558
Lincoln Alexander Children's Centre	50 Ravenbury Dr.	3.5 -9 years	7:30 A.M. - 6:00 P.M. 12 months per year	JK & SK: $18/day Before School: $4/day After School: $6/day P.A. Days and Holidays: $19/day	5 ECEs 1 Support Staff	32 JK & SK 15 Grade-aged	574-4323
Laurier Kids Korner Children's Centre	70 Albright Road	3.5 - 9 years	7:30 A.M. - 6:00 P.M. 12 months per year	Same as Lincoln Alexander Children's Centre	5 ECEs 1 Support Staff	32 JK & SK 15 Grade-aged	573-7540
Southview Children's Centre	205 Queensdale Ave.	2.5 - 5 years	8:30 A.M. - noon	$10/session	2 ECEs	16 Preschoolers	575-9536

- All of these centres are open to the community. For further information regarding child care in Hamilton schools, please call Jennifer Powell-Fralick, Child Care Program Leader for the Board of Education for the City of Hamilton, at 527-5092, ext. 311.
- Over 350 Family Studies students will have participated in the Family Studies curriculum link-up in 1990-91 school year.
- 45 Co-op students will have worked in the Umbrella Centres in 1990-91.
- 25% of the children presently enrolled are children of employees of the Hamilton Board of Education.

Other Child Care Programs in Hamilton Schools
(February, 1991)

Program	Location	Ages Served	Hours of Operation	Cost	Number of Staff	Licensed Capacity	Telephone Number
McPhail Infant & Parent Co-op	60 Caledon Avenue	6 weeks – 5 years	8:00 A.M. – 4:00 P.M. Sept. – June	Program is therapeutic so prices differ from other day care centres	6 ECEs 1 CCW	49 children	383-5344
Honey Bears Co-op Preschool	1284 Main St. E.	2.5 – 5 years	Sept. – June A.M. only	Approximately $35.00 – $65.00 per month	1 ECEs	16 children	574-2112
Mother Goose Co-op	357 Hunter St. E.	2.5 – 5 years	Sept. – June A.M. only	Approximately $35.00 – $65.00 per month	2 ECEs	16 children	574-2112
YMCA First Base Programs • A.M. Cunningham • Earl Kitchener • Elizabeth Bagshaw • George R. Allan • Norwood Park • Pauline Johnson • R.A. Riddell • W.H. Ballard • Prince Phillip • Westwood		6 – 12 years	7:30 A.M. – 9:00 A.M. 3:30 P.M. – 6:00 P.M.	Full-time rates: A.M. only $89.00/month P.M. only $143.00/month both $195.00/month Occasional: A.M. only $5.00/day P.M. only $8.00/day both $11.00/day			574-9400

Level 1

General Description of Level of Child Care Service in the Community Provided by School Boards (from C.S.T.A. Survey)

- a few elementary schools (with empty space due to declining enrolment)
- kindergarten program in only 2 schools
- no child care provided for children under 5
- one comprehensive secondary school with relatively high drop out rate
- teachers share lunchroom supervision with parent volunteers

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
•learning/behaviour difficulties in primary grades due to lack of early intervention or tracking •restricted access to child care programs for students wanting practical experience (eg. parenting, co-op courses)	•child care is viewed as babysitting •high drop-out rate for teen parents •increased number of latch key children •less opportunity for parents to work outside home and use skills in workplace •reduced opportunity for Health Services/ Community Education to provide collaborative services for the child •fragmented child care arrangements lead to increased family stress	•staff salaries and benefits •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases (repairs, rental) •rent •office supplies •telephone •centre repair & maintenance •insurance, license renewal, service contracts •advertising •bank charges •audit •snow removal •cleaning & caretaking •G.S.T. •emergency travel	None

Level 2

General Description of Level of Child Care Service in the Community Provided by School Boards (from C.S.T.A. Survey)

- Numerous leasing arrangements with child care centres
- Lunchroom supervision removed from teachers' duties and done by "para-professionals"
- One formal child care centre, one parent co-op in a church (neither serves infants or toddlers)
- Half-day kindergarten in schools
- Agreement with the local child care centre to share cost of program limited to special needs children
- Numerous other leasing arrangements
- No real infrastructures, policies or funds to guide in decisions regarding child care

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
•learning/behaviour difficulties in primary grades due to lack of early intervention or tracking •restricted access to child care programs for students wanting practical experience (eg. parenting, co-op courses) •agreement with local child care centre to share cost of program (limited to special needs children)	•unused space in schools available for lease •programs in centres may not have consistsent values/philosophy with those of school/board •lack of policies may create problems; no guidelines for involvement or expansion •no designated board employee to co-ordinate service •no consistency •no monitoring	•staff salaries and benefits •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases (repairs, rental) •rent •office supplies •telephone •centre repair & maintenance •insurance, license renewal, service contracts •advertising •bank charges •audit •snow removal •cleaning & caretaking •G.S.T. •emergency travel	Minimal cost-sharing for a few special needs children

Level 3

General Description of Level of Child Care Service in the Community Provided by School Boards (from C.S.T.A. Survey)

- Numerous leasing arrangements with child care centres
- Provide indirect support such as custodial and maintenance services to child care centres without charge back to centres located in schools
- Kindergartens in all schools (some children bussed)
- Has policies for principal's responsibilities, liability and rental arrangements
- Lunchroom supervision removed from teachers' duties and done by "para-professionals"
- Numerous other leasing arrangements
- No real infrastructures, policies or funds to guide decision making regarding child care

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
•services for some 5 year olds, may have some positive results later •children in centres benefit from programs — may or may not be consistent with school programs	•students have fragmented day •no one designated to coordinate or monitor program •lack of co-ordination, causes parent frustration •need for planning and co-ordination expressed by principals	•bussing •staff salaries and benefits •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases (repairs, rental) •rent •office supplies •telephone •insurance, license renewal, service contracts •advertising •bank charges •audit •snow removal •G.S.T. •emergency travel	•space in school •some portion of: cleaning, caretaking, maintenance

Level 4

General Description of Level of Child Care Service in the Community Provided by School Boards (from C.S.T.A. Survey)

- Variety schools (elementary and secondary) offering programs from kindergarten to OAC have child care centres
- Licensed group child care available in every family of schools
- Y.M.C.A. offers before and after school programs in some schools
- Board offers drop-in centres for parents and/or recent immigrant families
- Services for latch-key children, i.e. telephone hot line
- Child Care Co-ordinator is a Board employee working to link programs and groups using school space
- Contributes resources to child care (equipment, snacks, etc.)
- Policies and regulations governing child care in place
- Some full-day kindergartens
- Professional consultations made available from school board personnel
- Family Studies and Co-op link-ups with centres

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
As in Level 3 plus •better and more quality child care has following results: -children at risk improve educational outcomes (academic and social) ***—Elementary*** -special children's needs are "identified" earlier and receive necessary support -quality child care may reduce placements in Special Ed. classes	•space made available in a number of schools in board •child care seen as part of school community •greater choice of services, parents more confident to enter work force •parents feel school board is responding to their needs •Child Care Co-ordinator role maintains program quality—assurance for Child Care Centres, parents and Board	•staff salaries and benefits (including staff hired to facilitate curriculum link-ups) •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases (repairs, rental) •office supplies •telephone •insurance, license renewal, service contracts •advertising •bank charges •audit •snow removal •G.S.T. •emergency travel	•space in some schools for centres •space in some schools for before and after care •co-ordinator's salary •some equipment* •snacks* •professional consultation from board personnel* •cleaning •caretaking •maintenance •support from some service departments

* Not provided by the Hamilton Board of Education

continued ...

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
•when a Child Care Centre is located in a school—curriculum link-up gives students in parenting programs daily direct contact with children •quality child care for economically disadvantaged children improves educational outcomes	•children may still have to travel to another school for child care, therefore a fragmented day •policies encourage cooperation, clarify responsibilities and give credibility to child care program •"before and after" programs reduce amount of time children are left unsupervised, therefore less chance of experimentation with substance abuse, accidents, etc. •child care centres in secondary schools permit adults to return to school more easily •child care centres in secondary schools have a positive impact on overall climate of the school		•drop-in centres (salaries)* •hot-line (salaries)* •some full-day kindergartens*

* Not provided by the Hamilton Board of Education

Level 5

General Description of Level of Child Care Service in the Community from C.S.T.A. Survey Provided by School Boards

- As in Level 4 plus ...
- Many elementary schools each with half-day Junior Kindergarten and full-day Senior Kindergarten
- Each school has a child care program or is planning one, which is licensed for 6 — 12 year olds
- Child care co-ordinator has a recognized degree of authority within the departmental structure
- There are also parent drop-in centres, toy libraries, child care spaces for Board employees, summer program options for special needs children, and a variety of continuing education and English as a Second Language options
- Possible expansion of child care centres to meet demand for evening, weekend and/or sick child care
- Co-ordination of child care and other programs being offered in school at the same time (i.e. child can "check -in" at daycare, then go off to music lessons)
- Co-ordination exists to enable sharing of space and staff
- Board has sponsored curriculum link-up to Family Studies and Co-op Education
- Board has sponsored workplace child care
- Extensive use of school facilities in evenings and on weekends

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
•same as Level 4 plus: •extensive range of services provides quality preschool experiences for the majority of children	•provision of child care services for illness and for shift care means less absenteeism at work •shared resources provides more equipment for J.K./S.K. •infusion of money in the early years reduces drop outs and the cost of Early School Leaving programs, counselling, remediation	•staff salaries and benefits (including staff hired to facilitate curriculum link-ups) •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases •repairs •office supplies •telephone	•total cost depends on degree/definition of sponsorship by board •support from all service departments in board •co-ordinator's salary •Private Home Day Care program •cleaning and maintenance •drop-in centres •summer program for special needs children

continued ...

Elementary: –child care is an accepted part of the school program. Early Childhood Educators and Primary School Staffs work co-operatively with a shared philosophy, and programming is co-ordinated –resources are shared, therefore more are available at less cost –greater range of recreation programs accessible/available after school (children in child care don't miss out) –drop in centres encourage and educate parents (better parenting skills will improve educational outcomes) ***Secondary***: –children who have had quality preschool experience demonstrate a lower rate of drop-out and delinquency –higher rate of high school completion –higher rate of employment one year after graduation –enhances ability to make positive choices –teen parents are supported and able to finish school	•workplace child care an asset to Board employees — less absenteeism •Child Care Co-ordinator monitors and ensures quality of child care centre programs and compatibility with school programs •community feels board is meeting their needs, school is "hub" of community •"team effort" as child care is administered by advisory committee of ECEs, school staff and parents •plans in place for space for a child care centre in every school/site	•insurance, license renewal, service contracts •advertising •bank charges •audit •G.S.T. •emergency travel	

AGENDA
of the
DEVELOPMENT COMMITTEE

1991 03 07

Confirmation of the minutes of the last regular meeting of 1991 02 07.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Review (See Separate Package)
2. Child Care Policy — Pages 1 to 11 (See Separate Package)
3. Status Report - Race Relations — Pages 11A to 11D

NEW BUSINESS:

1. Moratorium on General Interest Courses - Spring Term — Page 12

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 03 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Child Care

Over the past year, the Child Care Task Force and Senior Management have been working to develop a set of operating procedures for Child Care. These procedures are now in draft form (separate package). Since the unresolved issues require policy decisions by the board, the following recommendations are being made.

RECOMMENDATIONS:

1. That the Child Care Policy for the Hamilton Board of Education be reviewed every three years by an ad hoc committee.

2. That the ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review.

3. That the ad hoc committee report its recommendations in June, 1991 for implementation in September, 1991.

4. That until the operating manual is approved:
   (a) no additional space in Hamilton Board of Education buildings be allocated to child care beyond centres currently in place and centres in the planning stage as of February, 1991.
   (b) child care facilities constructed by the Ministry of Education, and attached to newly constructed schools, be operated by the Umbrella Family and Child Centres of Hamilton.

5. That the Draft Operating Procedures be used as a reference document by the ad hoc committee.

6. That the rental fees for child care centres in Hamilton Board of Education buildings be approved by the Director's Office until the level of service is established and the operating procedures are approved.

Prepared by: Senior Management Steering Committee

Submitted By: Gail Rappolt, Assistant Superintendent of Program

Approved By: Keith A. Rielly, Director of Education and Secretary

Summary of Canadian School Trustees Survey
(Detailed Explanation for each level shown in Appendix A)

Level	Expected Educational Results	Implications	Operating Costs	
			To Parents	To Board
Level 1	No impact	No involvement	All	None
Level 2	No impact	Little involvement	All	Cost sharing for a few special needs children
*** Level 3** – 1/2 day kindergarten in all schools – some child care centres	Results for 5 year olds in 1/2 day kindergarten Positive impact for a few children	Centre space leased in schools by various groups	All except rent	May choose to provide space and mainten-ance free of charge
*** Level 4** – Centre in each Family of Schools	Positive impact for children in centres	Co-ordination of centres with school program	All except rent and some services	As above plus co-ordinator and some services
Level 5 – Centre in each school	Positive impact for majority of children	Centre and school program integrated	Salaries and operating costs of centre only	As above plus service, equipment, snacks

* *Under the 1988 Policy, The Hamilton Board of Education currently provides most services in Level Three and some services in Level Four.*

Hamilton Board of Education Child Care Policy
(adopted November, 1988)

That the Hamilton Board of Education:

- endorse the value of child care programs in schools.
- endorse the commitment that priority be given to child care centres when assigning the use of available space.
- endorse the commitment to be involved in the establishment of new facilities
- review those child care facilities which currently exist in Hamilton Board of Education facilities.
- endorse the need for the coordination of the Hamilton Board's involvement in child care.
- endorse the need for co-operation with the agents of other provincial government ministries and municipal authorities in the provision of child care.

Umbrella Family and Child Centres in Hamilton Schools
(February, 1991)

Child Care Program	Location	Ages Served	Hours of Operation	Cost	Number of Staff	Licensed Capacity	Telephone Number
Hill Park Lambs Children's Centre	465 E. 16th St.	1.5 - 5 years	7:30 A.M. - 5:30 P.M. 12 months per year	Toddlers: $125.00/wk Preschoolers: $110/wk	4 ECEs 3 Support Staff	10 Toddlers 16 Preschoolers	383-6732
Scott Park Little Spartans Children's Centre	1055 King St. E.	2.5 - 5 years	7:30 A.M. - 5:30 P.M. 12 months per year	$110/wk	4 ECEs 2 Support Staff	32 Preschoolers	545-0068
Sir Winston Churchill Children's Centre	1715 Main St. E.	2.5 - 5 years	7:30 A.M. - 5:30 P.M. 12 months per year	$110/wk	4 ECEs 2 Support Staff	32 Preschoolers	545-6558
Lincoln Alexander Children's Centre	50 Ravenbury Dr.	3.5 -9 years	7:30 A.M. - 6:00 P.M. 12 months per year	JK & SK: $18/day Before School: $4/day After School: $6/day P.A. Days and Holidays: $19/day	5 ECEs 1 Support Staff	32 JK & SK 15 Grade-aged	574-4323
Laurier Kids Korner Children's Centre	70 Albright Road	3.5 - 9 years	7:30 A.M. - 6:00 P.M. 12 months per year	Same as Lincoln Alexander Children's Centre	5 ECEs 1 Support Staff	32 JK & SK 15 Grade-aged	573-7540
Southview Children's Centre	205 Queensdale Ave.	2.5 - 5 years	8:30 A.M. - noon	$10/session	2 ECEs	16 Preschoolers	575-9536

- All of these centres are open to the community. For further information regarding child care in Hamilton schools, please call Jennifer Powell-Fralick, Child Care Program Leader for the Board of Education for the City of Hamilton, at 527-5092, ext. 311.
- Over 350 Family Studies students will have participated in the Family Studies curriculum link-up in 1990-91 school year.
- 45 Co-op students will have worked in the Umbrella Centres in 1990-91.
- 25% of the children presently enrolled are children of employees of the Hamilton Board of Education.

Other Child Care Programs in Hamilton Schools
(February, 1991)

Program	Location	Ages Served	Hours of Operation	Cost	Number of Staff	Licensed Capacity	Telephone Number
McPhail Infant & Parent Co-op	60 Caledon Avenue	6 weeks – 5 years	8:00 A.M. – 4:00 P.M. Sept. – June	Program is therapeutic so prices differ from other day care centres	6 ECEs 1 CCW	49 children	383-5344
Honey Bears Co-op Preschool	1284 Main St. E.	2.5 – 5 years	Sept. – June A.M. only	Approximately $35.00 – $65.00 per month	1 ECEs	16 children	574-2112
Mother Goose Co-op	357 Hunter St. E.	2.5 – 5 years	Sept. – June A.M. only	Approximately $35.00 – $65.00 per month	2 ECEs	16 children	574-2112
YMCA First Base Programs • A.M. Cunningham • Earl Kitchener • Elizabeth Bagshaw • George R. Allan • Norwood Park • Pauline Johnson • R.A. Riddell • W.H. Ballard • Prince Phillip • Westwood		6 – 12 years	7:30 A.M. – 9:00 A.M. 3:30 P.M. – 6:00 P.M.	Full-time rates: A.M. only $89.00/month P.M. only $143.00/month both $195.00/month Occasional: A.M. only $5.00/day P.M. only $8.00/day both $11.00/day			574-9400

Level 1

General Description of Level of Child Care Service in the Community Provided by School Boards (from C.S.T.A. Survey)

- a few elementary schools (with empty space due to declining enrolment)
- kindergarten program in only 2 schools
- no child care provided for children under 5
- one comprehensive secondary school with relatively high drop out rate
- teachers share lunchroom supervision with parent volunteers

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
•learning/behaviour difficulties in primary grades due to lack of early intervention or tracking •restricted access to child care programs for students wanting practical experience (eg. parenting, co-op courses)	•child care is viewed as babysitting •high drop-out rate for teen parents •increased number of latch key children •less opportunity for parents to work outside home and use skills in workplace •reduced opportunity for Health Services/ Community Education to provide collaborative services for the child •fragmented child care arrangements lead to increased family stress	•staff salaries and benefits •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases (repairs, rental) •rent •office supplies •telephone •centre repair & maintenance •insurance, license renewal, service contracts •advertising •bank charges •audit •snow removal •cleaning & caretaking •G.S.T. •emergency travel	None

Level 2

General Description of Level of Child Care Service in the Community Provided by School Boards (from C.S.T.A. Survey)

- Numerous leasing arrangements with child care centres
- Lunchroom supervision removed from teachers' duties and done by "para-professionals"
- One formal child care centre, one parent co-op in a church (neither serves infants or toddlers)
- Half-day kindergarten in schools
- Agreement with the local child care centre to share cost of program limited to special needs children
- Numerous other leasing arrangements
- No real infrastructures, policies or funds to guide in decisions regarding child care

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
•learning/behaviour difficulties in primary grades due to lack of early intervention or tracking •restricted access to child care programs for students wanting practical experience (eg. parenting, co-op courses) •agreement with local child care centre to share cost of program (limited to special needs children)	•unused space in schools available for lease •programs in centres may not have consistsent values/philosophy with those of school/board •lack of policies may create problems; no guidelines for involvement or expansion •no designated board employee to co-ordinate service •no consistency •no monitoring	•staff salaries and benefits •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases (repairs, rental) •rent •office supplies •telephone •centre repair & maintenance •insurance, license renewal, service contracts •advertising •bank charges •audit •snow removal •cleaning & caretaking •G.S.T. •emergency travel	Minimal cost-sharing for a few special needs children

Level 3

General Description of Level of Child Care Service in the Community Provided by School Boards (from C.S.T.A. Survey)

- Numerous leasing arrangements with child care centres
- Provide indirect support such as custodial and maintenance services to child care centres without charge back to centres located in schools
- Kindergartens in all schools (some children bussed)
- Has policies for principal's responsibilities, liability and rental arrangements
- Lunchroom supervision removed from teachers' duties and done by "para-professionals"
- Numerous other leasing arrangements
- No real infrastructures, policies or funds to guide decision making regarding child care

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
•services for some 5 year olds, may have some positive results later •children in centres benefit from programs — may or may not be consistent with school programs	•students have fragmented day •no one designated to coordinate or monitor program •lack of co-ordination, causes parent frustration •need for planning and co-ordination expressed by principals	•bussing •staff salaries and benefits •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases (repairs, rental) •rent •office supplies •telephone •insurance, license renewal, service contracts •advertising •bank charges •audit •snow removal •G.S.T. •emergency travel	•space in school •some portion of: cleaning, caretaking, maintenance

Level 4

General Description of Level of Child Care Service in the Community Provided by School Boards (from C.S.T.A. Survey)

- Variety schools (elementary and secondary) offering programs from kindergarten to OAC have child care centres
- Licensed group child care available in every family of schools
- Y.M.C.A. offers before and after school programs in some schools
- Board offers drop-in centres for parents and/or recent immigrant families
- Services for latch-key children, i.e. telephone hot line
- Child Care Co-ordinator is a Board employee working to link programs and groups using school space
- Contributes resources to child care (equipment, snacks, etc.)
- Policies and regulations governing child care in place
- Some full-day kindergartens
- Professional consultations made available from school board personnel
- Family Studies and Co-op link-ups with centres

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
As in Level 3 plus •better and more quality child care has following results: -children at risk improve educational outcomes (academic and social) ***—Elementary*** -special children's needs are "identified" earlier and receive necessary support -quality child care may reduce placements in Special Ed. classes	•space made available in a number of schools in board •child care seen as part of school community •greater choice of services, parents more confident to enter work force •parents feel school board is responding to their needs •Child Care Co-ordinator role maintains program quality—assurance for Child Care Centres, parents and Board	•staff salaries and benefits (including staff hired to facilitate curriculum link-ups) •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases (repairs, rental) •office supplies •telephone •insurance, license renewal, service contracts •advertising •bank charges •audit •snow removal •G.S.T. •emergency travel	•space in some schools for centres •space in some schools for before and after care •co-ordinator's salary •some equipment* •snacks* •professional consultation from board personnel* •cleaning •caretaking •maintenance •support from some service departments

* Not provided by the Hamilton Board of Education

continued ...

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
• when a Child Care Centre is located in a school—curriculum link-up gives students in parenting programs daily direct contact with children • quality child care for economically disadvantaged children improves educational outcomes	• children may still have to travel to another school for child care, therefore a fragmented day • policies encourage cooperation, clarify responsibilities and give credibility to child care program • "before and after" programs reduce amount of time children are left unsupervised, therefore less chance of experimentation with substance abuse, accidents, etc. • child care centres in secondary schools permit adults to return to school more easily • child care centres in secondary schools have a positive impact on overall climate of the school		• drop-in centres (salaries)* • hot-line (salaries)* • some full-day kindergartens*

* Not provided by the Hamilton Board of Education

Level 5

General Description of Level of Child Care Service in the Community from C.S.T.A. Survey Provided by School Boards

•As in Level 4 plus ...

- Many elementary schools each with half-day Junior Kindergarten and full-day Senior Kindergarten
- Each school has a child care program or is planning one, which is licensed for 6 — 12 year olds
- Child care co-ordinator has a recognized degree of authority within the departmental structure
- There are also parent drop-in centres, toy libraries, child care spaces for Board employees, summer program options for special needs children, and a variety of continuing education and English as a Second Language options
- Possible expansion of child care centres to meet demand for evening, weekend and/or sick child care
- Co-ordination of child care and other programs being offered in school at the same time (i.e. child can "check -in" at daycare, then go off to music lessons)
- Co-ordination exists to enable sharing of space and staff
- Board has sponsored curriculum link-up to Family Studies and Co-op Education
- Board has sponsored workplace child care
- Extensive use of school facilities in evenings and on weekends

Results, Implications and Costs to Implement this Level of Service for the Hamilton Board of Education

Expected Educational Results	Other Implications	Operating Costs	
		To Centres (covered by parent fees, donations & fundraising)	To Boards (budgeted costs & services)
•same as Level 4 plus: •extensive range of services provides quality preschool experiences for the majority of children	•provision of child care services for illness and for shift care means less absenteeism at work •shared resources provides more equipment for J.K./S.K. •infusion of money in the early years reduces drop outs and the cost of Early School Leaving programs, counselling, remediation	•staff salaries and benefits (including staff hired to facilitate curriculum link-ups) •staff development •food •field trips •playroom supplies •health, laundry, cleaning supplies •equipment purchases •repairs •office supplies •telephone	•total cost depends on degree/definition of sponsorship by board •support from all service departments in board •co-ordinator's salary •Private Home Day Care program •cleaning and maintenance •drop-in centres •summer program for special needs children

continued ...

Elementary: –child care is an accepted part of the school program. Early Childhood Educators and Primary School Staffs work co-operatively with a shared philosophy, and programming is co-ordinated –resources are shared, therefore more are available at less cost –greater range of recreation programs accessible/available after school (children in child care don't miss out) –drop in centres encourage and educate parents (better parenting skills will improve educational outcomes) ***Secondary***: –children who have had quality preschool experience demonstrate a lower rate of drop-out and delinquency –higher rate of high school completion –higher rate of employment one year after graduation –enhances ability to make positive choices –teen parents are supported and able to finish school	•workplace child care an asset to Board employees — less absenteeism •Child Care Co-ordinator monitors and ensures quality of child care centre programs and compatibility with school programs •community feels board is meeting their needs, school is "hub" of community •"team effort" as child care is administered by advisory committee of ECEs, school staff and parents •plans in place for space for a child care centre in every school/site	•insurance, license renewal, service contracts •advertising •bank charges •audit •G.S.T. •emergency travel	

The Board of Education
for the City of Hamilton,
100 Main Street West,
HAMILTON, Ontario.
L8N 3L1

1991 03 07.

To The Chair and Members,
Development Committee,
The Board of Education for the City of Hamilton.

Ladies and Gentlemen:

RE: **Status Report - Race Relations**

Attached is an update on matters arising out of the Race Relations Steering Committee meetings of February 13th and March 4th.

The Steering Committee comprises trustees, officials, support staff, Federation and Union members, and community representatives. The Committee has provided direction to the Design Team as to increased community representation on the Steering Committee, Design Team and Action Teams, and has approved the suggested timelines for the development and implementation phases of the program.

The Design Team will be meeting March 20th, and the next meeting of the Steering Committee is scheduled for April 2nd. Following these meetings a status report will be presented to the May meeting of the Development Committee.

RECOMMENDATION:

That the status report on Race Relations be received for purposes of information.

Prepared and Submitted by: Bruce Sinclair,
Superintendent of Human Resources.

Approved by: Keith Rielly,
Director of Education and Secretary.

DIRECTIONS TO THE DESIGN TEAM FROM THE RACE RELATIONS STEERING COMMITTEE

1. Increase Steering Committee by 1/3 (10 people) to represent broader community perspective.

2. Add 2 or 3 Community People to Design Team.

3. Action Teams should consist of 1/3 community members.

4. Action Teams to be formed by Design Team with input from Steering Committee.

5. Consideration should be given to developing a process in which community groups and organizations not on the Steering Committee or Action Teams can give input to or feedback on procedures, practices and sanctions proposed.

6. Timelines for the development and implementation phases are satisfactory.

Towards Race Relations and Ethnocultural Equity

TIMELINES

Policy Development Timeline February 1991 - March 1992	Policy Implementation Timeline Preparation : April-Sept. 1992 Implementation Begins : Sept. 1992	Ongoing System Implementation of Race Relations and Ethnocultural Equity
1. Formation of Race Relations Steering Committee — Feb. 1991 2. Formation of action teams in consultation with steering committee — Mar-Apr. 1991 3. Action teams prepare working papers focusing on the development of procedures, practices and sanctions — Mar-Oct.1991 4. Inservice for all committees (Trustee, Steering, Senior Management, Design Team, Action teams) — April 1991	1. Inservice Training for all staff on race relations and ethnocultural equity policy — April-June 1992 2. Areas , Schools and Departments Develop Plans for the Implementation of Policy — April-June 1992 3. Areas, Schools and Departments begin implementation of plans — Sept. 1992	The following examples of implementation initiatives have taken place during Jan. - Feb. 1991 and are indicative of the kinds of ongoing implementation that is occurring. **Leadership :** • Memos and Support Materials to Principals & Vice Principals Re: Supporting Students During the Middle East War **Community Relations :** • Meetings with Arab and Jewish Communities regarding Middle East War **Curriculum :** • Hiring of external editor to review curriculum documents for bias **Special Services** • Meeting of Reception Committee Area 3 to plan Area inservice

Policy Development Timeline	Policy Implementation Formal Timeline	Ongoing System Implementation of Race Relations Ethnocultural Equity
5. Working Papers presented to: Sept.-Nov. 1991 • steering committee • senior management for feedback		**Responding to Racial, Ethnocultural and Religious, Harassment** • Area 2 Principals and System Support Staff Awareness meetings on Middle East War
6. Working Papers Revised by Action Teams Oct.-Dec. 1991		**Staff Development** Inservice Area 3 Race Relations Committee • Identifying Race Relations Issues among Students • Dealing with Ethnic Jokes and Racial Slurs
7. Revised Working Papers shared with Nov.-Dec. 1991 • steering committee • senior management		**Employment Practices** • 102 letters sent to Ethnic, Racial and Religious Groups encouraging candidates to apply for external curriculum documents editor position. On short list 3 of 10 candidates were visible minorities.
8. Working Papers edited into Policy in Principle Jan.-Feb. 1992		
9. Policy in Principle with Procedures, Practices and Sanctions presented to Board for approval as a race relations & ethnocultural equity policy Mar. 1992		

Education Centre
100 Main Street West
Hamilton, Ontario

1991 03 07

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: General Interest Courses

Background:

Historically, general interest courses have been offered in two sessions; Fall (10 weeks) and Winter (10 weeks). Approximately six years ago some of these courses were extended to a Spring session (8 weeks). Generally, there have been 800 to 1,000 fewer people involved in the third session than the previous two.

When initially offered, the general interest courses were close to cost recovery. This is no longer the case. Given the present fee structure, salaries and administrative costs, the general interest courses are operating at a significant deficit. This is not to suggest that these courses must necessarily be cost recoverable; however, in view of our economic constraints, there is a need to look at more cost-effective measures. This is part of the mandate of the Adult and Continuing Education Action Team.

In the meantime, the administration as part of its mandate to achieve a 6% budget increase is suggesting that a moratorium be placed on all general interest courses for the Spring Session.

The Program Department, through Continuing Education, is highly committed to maintaining and in some instances even extending Adult Education programs. It is the sincere hope, and expectation, that the report of the Action Team will provide recommendations to indeed accomplish this.

The purpose, therefore, of the suggested moratorium is to allow for the development of a long range plan which will ensure the continuation of a full range of program offerings.

Recommendation:

> That a moratorium be placed on General Interest Courses for the Spring Session with a view to a resumption of service for the Fall of 1991.

Prepared and Submitted by: Darrel R. Skidmore
Superintendent of Program

Approved by: Keith A. Rielly
Director and Secretary of the Board

DRS/pgb

A G E N D A

DEVELOPMENT COMMITTEE

1991 04 04

Confirmation of the minutes of the last regular meeting of 1991 03 07.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Education Centre
100 Main Street West
Hamilton, Ontario
1991 04 04

To the Chairman and Members
Development Committee
The Board of Education for the City of Hamilton
Hamilton, Ontario

Ladies and Gentlemen:

Municipal Freedom of Information and Protection of Privacy Act (Bill 49)

Background

On January 1, 1991, the Municipal Freedom of Information and Protection of Privacy Act (Bill 49) came into effect for local school boards, commissions and municipalities. Prior to this time, two reports were presented to this committee detailing staff involvement and progress towards implementing the structure and procedures necessary to meet the January 1 deadline.

Involvement of a number of committees reflecting representation from all areas of the Board was vital to the successful implementation of this project.

The main Freedom of Information project group provided the expertise and work effort to ensure the success of this project. We wish to acknowledge the members of this group for without their help, suggestions and diligence this project would have taken much longer to complete. The members of this team and the areas they represented were:

Dave Allan, Buildings Analyst (Plant);
Karen Baxmeier, F.O.I Project Assistant (Special assignment from Finance);
Fran Guimond, Secretary to the Superintendent (French Language);
Dave Hutton, Special Assignment Consultant, Area 3 (Area Superintendents);
Dave Kingsley, F.O.I. Project Manager, Systems Support Services (I.M.S.);
Cheryl McGrimmond, Employee Records Co-ordinator, Staffing (Human Resources);
Ruth Millar, Section Leader, Minutes (Director's Office);
Bryan Schofield, Co-ordinator, Adjustment Services (Program);
Ed Schumaker, Buyer, Purchasing (Finance).

Project Outcome

All major goals of the Project have been met and include:

- increased legislation awareness through staff training and newsletters;
- access and information protection policies and practices implemented;
- Guideline Booklet prepared for distribution to all locations;
- greater appreciation of the need for records and information management practices and programmes;
- publication of the Directory of Records.

Costs

Direct costs (estimated) related to the development and implementation activities for F.O.I. were:

- Project Team
  a) labour: $30,000
  b) training: $3,000

- Printing, Distribution and Miscellaneous Costs: $5,000.

Costs related to fulfilling requests for information received under the Act (to date): $500.

Total costs to date: $38,500.

Status

To date we have received four formal Freedom of Information requests ranging from requests for general information, personal information and correction of personal information maintained by the Board . All requests have been responded to within the allotted time limits and no appeals have been commenced.

In excess of forty Freedom of Information related inquires have been handled by the Co-ordinator. Through communications with the requester, alternate routes of obtaining information have been formulated to aid the requester in gaining information related to the enquiries.

Future Activity

Ongoing monitoring of the request level, programme costs and revenues directly related to the Freedom of Information and Protection of Privacy Act will occur. In addition to this, evaluation of the effect on the workload of the Superintendent, I.M.S. will take place to assess the feasibility of this person continuing as the F.O.I. Co-ordinator.

Recommendation

That this report be received for information.

Prepared and
Submitted by: R. Kawai, Superintendent, I.M.S.

Approved by: K. Rielly, Director of Education and Secretary

PROCESS FOR RESPONDING TO MINISTRY OF EDUCATION PROGRAM REQUESTS

PROGRAM DEPARTMENT

Distribute Response Guide
to Senior Management, Area Supervisors
and Coordinators

↓

Process Design
Superintendents / Coordinators / Area Supervisors

↓

Team Chosen to Manage the Response

↓

Distribution of Memo and
Document to the System and Trustees

↓

Preparation of Responses by System/Stakeholder Groups

programs and departments

Area Teams
- input from schools
- Trustees input by Area

Managers / Coordinators

SEAC
Home & School
AEFO
OSSTF
OPSTF
FWT
HPA
HSSPC

↓

Audit Team

↓

Draft to Superintendent of Program

↓

Validation with System/Stakeholder Groups

↓

Revised Draft to Program Superintendent

↓

Director's Council

↓

Development Committee

↓

Board

↓

Ministry of Education

Appropriate timelines will be developed for each requested response

Education Centre
100 Main Street West
Hamilton, Ontario
1991 04 04

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Memorandum presented to the French Language Education Governance Advisory Group

BACKGROUND

In November 1990, Education Minister Marion Boyd announced several measures to improve French Language Education in Ontario.

The Minister announced the membership of the French Language Education Governance Advisory Group, which has been established to recommend to the Minister criteria for the creation of French Language School Boards. As well, the Advisory Group will propose alternative approaches to French Language Governance. The Group is expected to present recommendations to the Minister by 1991 05 15.

Individual groups or associations were invited to present briefs at meetings held in London, Ottawa, Sudbury, Thunder Bay, Timmins and Toronto.

The Memorandum prepared by trustees of the French Language Sections of the Board of Education for the City of Hamilton, The Hamilton -Wentworth RCSSB, the Lincoln County RCSSB, the Niagara South Board of Education, The Waterloo Region RCSSB, the Wellington County RCSSB and the French Language Advisory Committee of the Halton Board of Education, was presented to the Advisory Group in February.

RECOMMENDATION

That the attached report "Memorandum presented to the French Language Education Governance Advisory Group" be received as information.

Prepared & submitted by: R. C. Lavoie
Superintendent of French Language Schools

Approved by: Keith Rielly
Director of Education and Secretary

ATTN: MR. ROSAIRE LAVOIE

A Matter of Survival...

Memorandum
presented to the
French-Language Education Governance Advisory Group

by the

French-Language Sections of the

Board of Education for the City of Hamilton
Hamilton-Wentworth Roman Catholic Separate School Board
Lincoln County Roman Catholic Separate School Board
Niagara South Board of Education
Waterloo Region Roman Catholic Separate School Board
Wellinton County Roman Catholic Separate School Board

and

the FLAC of The Halton Board of Education

Une question de survie...

Mémoire
présenté au
Groupe de travail sur la gestion scolaire

par
le regroupement des sections
de langue française du:

CE de la ville de Hamilton
CESC de Hamilton-Wentworth
CESC de Lincoln
CE de Niagara Sud
CESC de Waterloo
CESC de Wellington
et du CCLF de Halton

MEMORANDUM

THE ESTABLISHMENT OF FRENCH-LANGUAGE SCHOOL BOARDS

The French-speaking population of our region wishes to thank the Minister of Education Marion Boyd for establishing the French-Language Education Governance Advisory Group and for giving us the opportunity to express our expectations and our recommendations in regard to French-language education governance at hearings held in the province.

Purpose of French-Language School Boards

It is essential that French-language education governance in the province be handed over to the French-speaking population. Statistics indicating the assimilation rate of the French-speaking poplulation in Ontario are alarming. French-speaking communities in Ontario are disappearing.

Our French-language schools must take an active part in the leadership at the community level to ensure the survival of the French-speaking people of Ontario and of their culture, and therefore to preserve the cultural heritage that exists in our country.

Forms of Education Governance

The decision given in the Mahé case determines the rights of the French-speaking population with respect to education governance. A French-language school in Ontario must be part of a French-language school system. Whatever the size of a French-language school, we believe that it must be governed by the French-speaking population. The form of governance for a specific area should be determined by the local French-speaking community. The Ministry of Education will certainly have to consider a variety of forms rather than one structure applicable to the whole province.

The Minister of Education has already received the model proposed by our group in regard to the French-language education governance in our region. Our proposal is to establish a regional school board with two Roman Catholic sectors dividing the territory almost equally and one public sector. The regional school board would serve the entire French-speaking population in the region.

The regional umbrella board would govern for the sectors centralized services. The two local Roman Catholic sectors and the regional public sector would govern the matters within their jurisdiction.

MÉMOIRE

CRÉATION DE CONSEILS SCOLAIRES DE LANGUE FRANÇAISE

Les francophones de notre région désirent tout d'abord remercier la Ministre de l'Education, madame Marion Boyd, d'avoir établi le Groupe de travail sur la gestion scolaire et de nous avoir donné l'occasion, par le biais d'audiences provinciales, de faire connaître nos attentes et nos recommandations relatives à la gestion de l'éducation en langue française.

Raison d'être de conseils scolaires de langue française

Il est d'importance primordiale que la gestion de l'éducation pour les francophones de la province soit remise entre les mains des francophones. Les statistiques relatives aux taux d'assimilation des francophones en Ontario sont alarmantes. La francophonie ontarienne est en voie d'extinction.

Nos écoles de langue française doivent assumer leur part active dans le leadership au niveau de la communauté afin d'assurer la survie de la culture et du peuple franco-ontarien et, par ce fait, maintenir cette richesse culturelle qui existe dans notre pays.

Modes de gestion

Le jugement Mahé détermine les droits de gestion des francophones dans le domaine de l'éducation. L'école franco-ontarienne doit appartenir à une structure scolaire francophone. Nous croyons que, peu importe l'importance de la population d'une école de langue française, celle-ci doit être gérée par des francophones. Le choix du mode de gestion, pour un milieu particulier devrait revenir à la communauté francophone locale. Le ministère de l'Education aura sans doute à considérer une variété de modèles de gestion plutôt qu'une seule structure applicable à travers toute la province.

Le Ministre de l'Education a déjà en mains le modèle que notre regroupement propose pour la gestion de l'éducation en langue française dans notre région. Nous proposons un conseil scolaire régional à deux sections catholiques qui se séparerait le territoire approximativement en deux et à une section publique. Ce conseil scolaire régional déservirait tous les francophones de la région.

Le conseil régional parapluie gérerait, pour les sections qui y sont rattachées, les services centralisés. Les deux sections catholiques locales et la section publique régionale géreraient les domaines sous leur juridiction.

Dividing Responsibilities

The responsibilities could be divided in the manner specified in the Ottawa-Carleton French-Language School Board Act, 1988.

The matters within the exclusive jurisdiction of the three sectors would include mainly programs, administering instructional units and operating sectors. Centralized services would be within the common jurisdiction of the umbrella board.

The public sector and the Roman Catholic sectors should by majority resolutions of the sectors transfer the exclusive jurisdiction over terms of employment, transportation, school supplies, specialized services, allowances for members and any other matter not provided for in the above-mentioned Act to the regional school board.

Appointing and removing the executive director and the auditor for the regional school board would be within the exclusive jurisdiction of the three sectors of the French-language regional school board and would require approval by majority of members of each sector.

It goes without saying that the structure will be viable and representative of the majority groups (Roman Catholic) and the minority groups (public), and will respect the rights of each group.

It should be noted that the right to attend an elementary and a secondary school operated by the new school board would remain as specified in the Education Act.

Funding

We must not conceal the fact that the cost of services provided to a minority group is higher than the cost of identical services provided to a majority group.

It will be impossible to ensure the viability of French-language school boards or other forms of governance for the French-speaking population with the method of calculating grants under the present legislation. It will be necessary maybe to reconsider the whole education funding system in Ontario, and to find a funding model that benefits French-speaking students without putting the English-language students at a disadvantage.

The French-speaking population in our region is scattered. We anticipate serving 3 850 students living in five different counties / regional municipalities.

Partage des responsabilités

La répartition des responsabilités pourrait se faire selon celles explicitées dans la Loi portant sur la création d'un Conseil scolaire de langue française pour la municipalité régionale d'Ottawa-Carleton.

Les compétences exclusives des trois sections porteraient surtout sur la programmation, l'administration des modules scolaires et le fonctionnement des sections. Les compétences identiques du Conseil régional parapluie porteraient sur les services centralisés.

La section publique et les sections catholiques devraient, par la voie de résolutions majoritaires des sections, transférer au Conseil régional la compétence exclusive dans le domaine des conditions d'emploi du personnel, du transport, des fournitures scolaires, des services spécialisés, des allocations versées aux membres ainsi que dans tous les autres domaines non prévus dans la loi citée ci-dessus.

La nomination et la révoccation du directeur général ou de la directrice générale et du vérificateur ou de la vérificatrice du Conseil régional relèveraient de la compétence exclusive destrois sections du Conseil scolaire régional de langue française et nécessiteraient l'approbation de la majorité des membres de chacune des sections.

Il va sans dire que la structure scolaire sera viable et représentative des groupes majoritaires (catholiques) et des groupes minoritaires (publiques) et respectera les droits de ces groupes.

A noter que les droits de fréquentation des écoles élémentaires et secondaires sous la gestion du nouveau Conseil demeureraient tels que stipulés dans la Loi sur l'éducation.

Financement

Il ne faut pas se cacher du fait que, servir une minorité, coûte plus cher en relation aux mêmes services offerts à la majorité.

On ne pourra pas assurer la viabilité des conseils scolaires de langue française ou d'autres modes de gestion pour les francophones en calculant les octrois de la façon présentement permise par la loi. Il sera peut-être nécessaire de repenser tout le système du financement de l'éducation en Ontario. Il faudra trouver un mode de financement qui avantage nos francophones sans trop désavantager les anglophones.

La population francophone de notre région est isolée au point de vue nombre et au point de vue distance. Nous anticipons desservir une population estudiantine de 3 850 répartie dans cinq comtés ou municipalités régionales.

We believe that it will be necessary to provide administrative units with adequate funds in order to create new organizational units. It will also be necessary to clearly identify the French-speaking population and determine the board's assets.

The Ministry will need to develop a specific formula to determine the grants to be allocated to the new school board. It will be necessary to consider the assets of the new board, and possibly to calculate the average revenue generated by an average English-speaking student and compare it with the average revenue generated by a French-speaking student to determine the existing difference. Grants will be necessary to make up this difference so that young French-speaking students receive equivalent services as young English-speaking students.

As limited French-language resources and services generate additional costs, it will be necessary to maintain the additional grants provided for French-language students.

It is possible that all revenues at the local level in a specific region will need to be collected and then shared equitably by adjoining school boards in the region.

During the establishment process of new school boards, the Ministry will certainly need to intervene in the sharing of assets and debt by the new adjoining school boards.

There would be an evaluation of existing administrative positions and a block transfer of teaching and support personnel (according to the wishes of employees).

Regardless of the options that the Ministry will take into consideration, the French-language education funding system in Ontario must be rethought.

Timeline

We believe that the new structures of education governance should be implemented by January 1, 1993. This would allow the new "School Board" to operate for a certain period of time before the municipal elections in fall 1994.

A notre avis, il sera nécessaire de fournir aux unités de gestion des fonds de démarrage adéquats pour la création de nouvelles unités administratives. Il sera également nécessaire d'identifier clairement la population francophone et d'établir la richesse du Conseil.

Le ministère aura à développer une formule particulière afin de déterminer les taux de subvention du nouveau Conseil. En plus de considérer la richesse du nouveau conseil, il faudra possiblement calculer le revenu moyen généré par un élève moyen anglophone et le comparer au revenu moyen généré par un francophone afin de déterminer l'écart qui existe. Cette différence aura besoin d'être comblée par le biais de subvention afin de permettre aux jeunes francophones d'avoir des services équivalents à ceux offerts aux jeunes anglophones.

Reconnaissant les coûts additionnels occasionnés par le marché limité des ressources et des services en langue française, il sera nécessaire de maintenir les subventions supplémentaires offertes pour les élèves francophones.

Il sera peut-être nécessaire de recueillir tous les revenus générés au niveau local dans une région donnée pour ensuite les partager sur une base équitable entre les conseils scolaires coïncidents de la région.

Le ministère aura sans doute à intervenir lors de la création des nouveaux conseils en ce qui a trait au partage des biens et de la dette entre les nouveaux conseils scolaires coïncidents.

Les postes administratifs existants seraient évalués tandis que le personnel enseignant et de soutien serait muter en bloc (selon les désirs des employés et employées).

Indépendamment des options que le ministère retiendra, il est certain qu'il est nécessaire de repenser le mode de financement de l'éducation des franco-ontariens et des franco- ontariennes.

Echéancier

Nous croyons que les nouvelles structures de gestion devraient être en place, au plus tard le 1er janvier 1993. Ceci permettrait au nouveau "Conseil scolaire" de fonctionner pendant quelque temps avant les élections municipales de l'automne 1994.

On behalf of the French-Language Sections and the FLAC involved and on behalf of the French-speaking population of Ontario, we wish to thank the members of the French-Language Education Governance Advisory Group for this hearing.

Johanne Dion	Trustee Hamilton-Wentworth Roman Catholic Separate School Board
Laure Kokyk	Trustee Lincoln County Roman Catholic Separate School Board
Daniel St-Pierre	Trustee Waterloo Region Roman Catholic Separate School Board
François Lavictoire	Superintendent Waterloo Region Roman Catholic Separate School Board

Au nom des sections de langue française et du CCLF des conseils scolaires représentés et de la francophonie ontarienne, nous tenons à remercier les membres du Groupe de travail sur la gestion scolaire de nous avoir accordé cette audience.

Johanne Dion	conseillère scolaire CES Hamilton-Wentworth
Laure Kokyk	conseillère scolaire CES Lincoln
Daniel St-Pierre	conseiller scolaire CES Waterloo
François lavictoire	surintendant CES Waterloo

100 Main Street West
Hamilton, Ontario
1991 04 04

Chairman and Members
of the Development Committee
Education Centre

Ladies and Gentlemen:

Re: City of Hamilton Park Naturalization Programme

Background

On February 4, 1991, a meeting was held with Bob Chrystian, Manager Parks Division, Dennis Arnott, Superintendent of Parks for Maintenance, Jeff Nichol, Environmental/Outdoor Education Consultant (Hamilton Board of Education) to discuss a proposal from the Parks department to naturalize appropriate park areas close to community schools.

Process

The following items of the proposal were discussed:

i) usefulness of naturalization of park lands for environmental programs.

ii) types of habitat that would be most appropriate.

iii) planting of indigenous species.

iv) the community/outdoor laboratory concept in programme development.

v) the Board's interest in developing natural areas on its own property where boundaries with park lands meet.

Recommendations:

i) that this report be received for information
ii) that the Board authorize the officials to continue to explore with the Parks Department positive initiatives in environmental awareness

Prepared by: Jeff Nichol, Consultant of Environmental/Outdoor Education

Submitted by: D.R. Skidmore
Superintendent of Program

Approved by: K.A. Rielly
Director of Education and Secretary

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 04 04

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: MIDDLE SCHOOL ACTION PLAN

The report that follows presents an executive summary of the Middle School Plan, the beliefs on which the plan is based, and a set of recommendations for action.

The Middle School Directions Paper (Appendix A), the October, 1989 Development Committee Report (Appendix B), and the Image of the Ideal Program (Appendix C) are appended.

RECOMMENDATION:

That the Middle School Action Plan be approved, including the specific recommendations in the report.

Prepared by: Stew Thompson, Middle School Special Assignment Teacher
Gail Rappolt, Assistant Superintendent of Program

Submitted by: Darrel Skidmore, Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

Executive Summary

Middle School Action Team

Over the past ten years, the Hamilton Board of Education has been reviewing the research and exploring how 11-14 year olds develop and learn. Our work has drawn from research, from Ministry of Education publications, from the work of the National Middle School Association (U.S.), and from the British work on Middle Schools. The Hamilton Middle School Development Committee, in co-operation with principals, area supervisors and the program department, has developed a system improvement plan to be implemented over the next five years.

The Effective Schools literature indicates that there are only two kinds of schools; those that are improving and those that are in decline. As such, it is important for the Middle Schools in our system to continue to move forward. The Middle School plan builds on effective practice in the senior elementary schools of the past, and is a natural extension of the work done to change the learning environment in the junior division since 1985. The plan incorporates the best of what was found to be working elsewhere in Canada, the United States and Great Britain.

Changes – As a result of the review conducted by the Middle School Task Force (1987-89) and the Development work now completed (1989-91), change has been recommended in three broad areas: Program, Staff Development and School Management. As a result of the work done in the review and development phases, and of on-going staff development programs, program and organizational changes in many schools already reflect some of the beliefs that create effective middle schools.

Program – An image of the ideal program (see Appendix C) has been developed and is currently being edited in the system. The subject curricula developed over the last six years under OS:IS are exemplary. There is a need for full implementation of these curricula, however, and a need to link the themes, skills and attitudes in these discrete curricula into more meaningful experiences for students. Greater stress on thinking and problem solving skills, and earlier consideration of secondary school program and career choices are also required. Perhaps most importantly, there is a need to help 11-14 year olds address the multitude of emotional, social, technological and environmental issues that they face. Teaming and Cross-Disciplinary Planning are two ways to ensure that these program goals are met.

Staff Development – Belief in the middle school philosophy and the new knowledge and skills to implement this belief are critical for all staff (teaching and support). Staff need to understand the changes they are being asked to make. They need time to read the research, to assess it against their own experience, and to learn how to use the new strategies and techniques. Ultimately, staff members must adapt the essential elements of the plan to their own students and schools. Trustees and parents need to be assured that the recommended changes have been well researched and will meet the needs of all students.

School Management – To implement the Middle School Plan, changes in school management practices and organization will be required. The changes that are made in the program will determine the changes in school organization. Teacher teaming will provide more support for individual students and will increase the connections and relevancy of the curriculum for students. However, teaming and cross-disciplinary planning will also require much more collaboration between administration and staff. Staff may need to be deployed differently, and alterations may need to be done to the school plant, in order to meet student and program needs in the 90's.

EFFECTIVE MIDDLE SCHOOLS

Belief Statements

- Middle School teachers are knowledgeable about the characteristics of middle level learners and are committed to their education.
- The program carefully balances affective, psychomotor and cognitive goals.
- The program challenges each student to use their full potential.
- A variety of organizational structures exist in the school.
- A full range of teaching strategies which encourage activity-based learning is employed.
- Exploratory activities including brief but intense interest-based electives are a part of the program.
- A comprehensive guidance program is present, and there is an adult advocate for each child who knows the student well and who gives individual attention through a home base.
- The staff is organized into teams who participate in common planning time – to share expertise, to co-ordinate their programs, and to monitor student progress.
- Assessment of student progress and achievement is continuous, cooperative and comprehensive.
- Mutual respect and positive self-esteem for students and staff is developed in a warm, caring and supportive environment.

Recommendations

Beliefs

1. That the Belief Statements be adopted as the philosophy on which Hamilton Middle School plans will be developed and assessed.

   A clearly understood set of beliefs is needed in order to measure outcomes when a plan is being implemented in a variety of settings. The beliefs were developed from the research and literature, and from teachers' experiences during the review phase of the plan. They have been used informally throughout the development phase of the project, and slightly revised. Assessment of the outcomes of the improvement plan will be developed from these beliefs.

Program

2. That the Image of the Ideal Middle School Program be approved in principle.
   Timeline: Completion, June, 1991
   Within existing resources

   Both the local research that has been done over the last seven years and the Ministry directions support the move to a program for 11-14 years olds that is more relevant, stimulating, connected and challenging. In structure and delivery, the program will be less fragmented, each student will have fewer teacher contacts, and students' social, emotional and physical development at this period of their lives will be acknowledged as just as important as their intellectual growth. The intellectual aspects of the program stress higher level thinking skills, creativity and reflection as well as the basic skills of literacy and numeracy.

3. That a guidebook for the Middle School be developed in 1992, under the direction of the Middle School Special Assignment Teacher.
   Timeline: Completion, Fall, 1992
   Costed in 1992 budget

   This will be the policy document for Middle Schools – a follow-up to the Junior Division Policy Document, Connections which was written in 1987. This Middle School policy will be a guide for program and program delivery for both teachers and principals. It will contain the beliefs, the recommended program, objectives, teaching methods and student evaluation for Hamilton Middle Schools. This document will provide a level of consistency in the system, while individual school plans will encourage uniqueness.

4. That a preliminary review of Middle School program be conducted at each school by the middle school special assignment teacher (or designate from the program department) and the area supervisor, in consultation with the principal, beginning in the fall of 1991.
   Timeline: Completion, Spring, 1992
   Time: Approximately 125 days

   Schools in the system are at quite different points in their movement toward middle school implementation. The first step in the implementation phase of the plan will be for each school to review its current practices.

5. That a system review be conducted in 1994-95 to assess the level of implementation of the Middle School Plan.
Costed in the 1992 and 1994 budgets

By 1994-95, it is reasonable to expect that all schools will have implemented the basic aspects of the middle school plan. Working with the Research Department in the 1991-92 school year, measures need to be developed that will allow a preliminary system review of student outcomes, retention and attitudes in 1994-95. The work done by the Program Accountability Action Team can be used in developing this review. A more formal evaluation of the program and its implementation process should be conducted in the last half of the decade.

6. That each school develop an *Advisor Program* which provides small groups of students with regular opportunities for guidance and support through interaction with an adult advocate.
Timeline: June, 1993
Costing: See Recommendation 12

Although the nature of the advisor program will vary from school to school, the need for each student to have both a teacher advocate and a multi-grade group that provide consistency are critical. The need for this support has risen dramatically as the social fabric of society has changed over the last five to ten years.

7. That Cross-Disciplinary Planning be implemented in each middle school by 1992-93.
Costing: See Recommendation 12

Cross-Disciplinary Planning is designed to make student experiences more relevant, and to help students make connections across subjects. It involves building experiences and activities at the school level using existing system curriculum. Cross-Disciplinary Planning requires teachers to work in teams, and to share resources and expertise.

Staff Development

8. That in 1991-92, the program department and each area develop a middle school staff development plan.
Within existing resources

Implementation of the Middle School plan will require principals and teachers to work more collaboratively, in order to schedule and staff their schools. Although some in-service will be offered centrally by the Program Department, it will be important for principals, with the help of the Area Supervisor, to plan for their own learning at the area level.

9. That in 1991-92, each middle school principal include a middle school staff development component as part of the school plan.
Within existing resources

As a result of the Hamilton Middle School P.D. day in November, 1988, and the National Middle School Conference that teachers attended in Toronto in October, 1989, many of our Middle Schools have been sharing the strategies and methods in their school professional development days. This recommendation formalizes the process, as all schools move to adopt these practices.

10. That, where necessary, staff be redeployed to support the implementation of school staff development plans.
Timeline: 1991-1995

Changes will need to be made in the role and function of teachers, principals and in-school support staff as well as staff at the area and system level. There will be a need for personnel to act as resources for staff development. There will be a need to provide the time and resources for this to occur. This redeployment may take the form of deleting roles that currently exist to create new positions, or it may take the form of altering the job descriptions of current positions.

School Management

11. That teaming be incorporated into each middle school's plan by September, 1992.
Costing: See Recommendation 12

Teaming links groups of teachers who share students or program. It has proven to be an effective way to make connections among subjects. Grade teams or teams of teachers that teach a group of students across grades can be equally effective. School scheduling must be done so that these teachers share planning time and time to discuss individual students' progress.

12. That the staffing process for middle schools be reviewed by the Superintendents of Schools, and recommended changes be brought to Board for approval by January, 1992.

The staffing model for our middle schools is based on the senior school rotary model. In the past, schools have been staffed for A or B rotaries depending on the size of the school. If we are to provide both the personal attention to each student and the high quality of programming desired, there may be a need to look carefully at optimum school size as a part of this review process. At this time, not all of our middle schools have either the number of students to permit efficient staffing, or the facilities to provide all the recommended programs. Designated schools have tried a variety of approaches to deploying staff, but there is much work still to be done. This review will be conducted from both a program and fiscal point of view.

13. That a plan identifying the basic facilities required for middle school program be developed by the Middle School Development Committee, and submitted to the Accommodation Committee by January, 1992 for approval at Board as a part of the 1992 Accommodation Committee Report.

Whether a middle school exists under the same roof as a primary/junior school, or as a separate entity, there are also certain basic facilities that are needed to provide effective program in the 1990's. Some of these changes are a result of changes in students' physical size and maturation process, and are not related to middle school program. For program needs, each co-ordinator is preparing a "basic facilities list" and is submitting it to the Middle School Development Committee. From these submissions, a cohesive plan will be developed, vetted by the principals, and submitted to the Accommodation Committee. The plan will be used as a guide when building or renovating schools.

14. That a review of each middle school be conducted beginning in September, 1992 to determine the changes, if any, required to meet the basic facilities list.

    By conducting such a review, school staffs and support personnel may find some immediate improvements that can be made in the use of space, room allocations, traffic patterns and management of storage that increase effectiveness at no cost. As the system plan is developed, principals may use it to review their own school plant, and have the caretaker or plant department make minor changes at very little cost. When schools are renovated as part of the system plan, appropriate recommendations will be made by the principal and the Superintendent of Schools. It may be, however, that in certain schools, some critical changes will need immediate attention.

Communications

15. That regular up-dates be made to the Development Committee and to other system groups as part of the on-going implementation of the Middle School Plan.
    Timeline: Fall, 1991
    Within existing resources

    There is a need to keep all groups (trustees and other system committees) informed about the changes in middle school program and program delivery. This information needs to include rationale for the changes and the identification of concerns and of improved outcomes for students.

16. That regular updates to parents regarding middle level education be continued.
    Timeline: 1991-1993
    Within existing resources

    Parents need to be informed and involved in changes that are being made. At the system level, the Home and School Association may act as an advisory body to system planning committees. It is important that parents have access to the research, and that they understand the reasons for the changes being proposed.

Conclusion

This plan has evolved over a decade and may take another decade to fully implement. It is important that all staff understand and accept the basic beliefs about 11-14 year olds, and that in the change process, these beliefs are kept in mind at all times. The roads to effective middle schools are many but the endpoint is the same for all students in our system; an environment that challenges each student to develop intellectual, social, physical, emotional and spiritual potential to the fullest.

APPENDIX A

MIDDLE SCHOOL

Program Priorities for the 90's

Image of the Middle Level Learner

The Middle School Philosophy is an educational response to the needs of 11-14 year olds. The literature refers to these young people as transescents. Transescence is a stage of development unmatched in intensity and change other than infancy. The successful school for the transescent is neither "an advanced elementary school" nor a "junior high school". The successful school for the transescent recognizes that there is an educational program appropriate for the students at this stage of their development.

Each developmental stage has particular characteristics which might seem to warrant the label of unique, but no other age level has so clear and legitimate a claim to the designation of unique as does the period of transition between childhood and adolescence. During this stage, dramatic and far reaching changes occur in every aspect of one's being. While physical changes are most obvious, they are accompanied by equally influential social, emotional and intellectual changes. The trauma of these changes is complicated further by the wide range in both the time that they begin and in the rate at which they develop in individuals. At no other time of life are the differences between individuals so great. Individuals of the same age may well vary two feet in height and a hundred pounds in weight with comparable differences in intellectual and social development.

Middle School education is founded in these realities of human development and the allied principles of learning. The challenge, then, is to develop an educational program that is based on the needs and characteristics of a most diverse and varied population.

These concepts and the work done in Hamilton to respond to them were explained in the report to the Development Committee in October, 1989 (see Appendix B). A special assignment teacher was assigned to the Curriculum Department in January, 1990 to implement the *Priorities*. In the fall of 1990, a Middle School Development Committee was formed to develop an action plan based on the *Priorities*. The committee is composed of teachers, middle school administrators, co-ordinators and area supervisors. Throughout the development phase, the committee has maintained on-going communication through monthly meetings with middle school administrators, co-ordinators and area supervisors. In addition, one teacher representative from each middle school has been selected to attend a series of meetings (January-June, 1991). The person will aid the principal by providing on-going liaison between middle school teachers and the Middle School Development Committee.

The directions contained in the *Middle School Development Plan* are based on research, sound educational philosophy and established exemplary practices. They are congruent with the *Formative Years* and *OS:IS*. It is important to note that the work supports the data collected in the *Program Priorities Process*.

Beliefs

Recommendation:

1. That the Belief Statements be adopted as the philosophy on which Hamilton Middle School plans will be developed and assessed.

OUTCOMES

Program

Effective program for middle level learners must include the following key components:

Active Learning – teaching/learning strategies or a set of strategies which encourage students to become active participants rather than passive observers in the act of learning. It is the internalization of an active process involving the components of *experience, interaction, reflection, communication* and *evaluation*. This represents a fundamental change in the teacher-pupil relationship as the teacher moves towards a balance between an expository or traditional role and the role of key facilitator.

Keyed to Ability – research consistently confirms that the vast majority of middle level learners are at the Piagetian "concrete-operational" stage of cognitive development. Since the students are not at the stage of "formal operations" and for the most part are not capable of initiating abstract thought, teaching strategies which provide ample opportunity for students to deal with information concretely are essential.

Relevant/Interesting – transescence is the most dramatic stage in human development in terms of the breadth of physical, social, emotional and intellectual changes that occur. These changes are most important to the transescent in particular contexts whose persistent feature is emphasis on personal and social concerns. The middle school program, therefore, must address the common and shared interests of the emerging adolescent which will bring their developmental concerns into closer connection with the larger world in a genuinely educative way.

Learning to Learn – since knowledge is expected to double in less than five years, the process of learning is just as important as the product. Thinking skills, problem-solving and decision-making, information acquisition and retrieval, literacy, numeracy and values issues must be included in the program. As well, curriculum resources must expand beyond the classroom to include the community. These programs must also allow students to explore newly found talents and interests through the inclusion of a variety of exploratory opportunities as well as core academic studies.

Integrated – integrated learning experiences that counterbalance the artificial divisions that may be created by an excessive subject orientation are to be provided. Subject matter must be selected for its general usefulness to students and lives in society rather than displaying the strict, isolated quality of the disciplines. Cross-disciplinary themes or units are an effective way of providing holistic learning experiences which allow students to see the natural connections or relationships which exist between subjects.

Evaluation – the purpose of evaluation is to provide useful information for parents, teachers and students regarding whether or not curriculum content is appropriate, instructional strategies are working, resources and materials are useful, and students are working and progressing successfully. The essential purpose, then, is to determine to what extent stated objectives are being met and then to decide what changes or modifications are required in either program or instruction.

...Cont'd

Because the personal, social and emotional aspects of development are so important to the middle level learner, evaluation is crucial. In addition, the students at this stage of development display such a wide range of individual differences that it makes this a most complex process. A wide variety of techniques must, therefore, be utilized throughout the on-going learning process including diagnostic, formative and summative forms of evaluation. Furthermore, although the teachers are the primary evaluators, self, peer and shared evaluation are particularly valuable.

Guidance – concern over body development, the desire for social acceptance and the reliance on peer group guidance, the desire to try out new ideas and beliefs, and the desire to experiment with a heightened intellectual ability all point to the need for an intensive guidance program at this vulnerable and value-forming period of development. Because of the vast numbers of students undergoing rapid changes, middle schools need a broad-based means of providing guidance. The *Advisor Program* provides each student with an adult who knows him or her well and who has the opportunity to provide individual attention and guidance through regularly scheduled contact.

Recommendations:

2. That the Image of the Ideal Middle School Program be approved in principle.
   Timeline: Completion, June, 1991
   Within existing resources

3. That a guidebook for the Middle School be developed in 1992 under the direction of the Middle School Special Assignment Teacher.
   Timeline: Completion, Fall, 1992
   Costed in 1992 budget

4. That a preliminary review of Middle School program be conducted at each school by the middle school special assignment teacher (or designate from the program department) and the area supervisor, in consultation with the principal, beginning in the fall of 1991.
   Timeline: Completion, Spring, 1992
   Time: Approximately 125 days

5. That a system review be conducted in 1994-95 to assess the level of implementation of the Middle School Plan.
   Costed in the 1992 and 1994 budgets

6. That each school develop an *Advisor Program* which provides small groups of students with regular opportunities for guidance and support through interaction with an adult advocate.
   Timeline: June, 1993
   Costing: See Recommendation 12

7. That Cross-Disciplinary Planning be implemented in each middle school by 1992-93.
   Costing: See Recommendation 12

Staff Development

The staff development sub-committee is developing a comprehensive program for those involved in middle level education.

This program includes:

- establishing target groups for staff development to include middle school principals, teachers and support staff;
- establishing a middle school rep for each school
- developing role-specific in-service needs for identified groups;
- developing an accurate needs assessment process to assist with the development of an effective implementation plan;
- identifying appropriate and effective strategies for the delivery of in-service programs; and
- developing a general framework for a 3-5 year plan for the delivery of staff development programs being sensitive to the movement towards site-based management and the need for individual school and area input.

Recommendations:

8. That in 1991-92, the program department and each area develop a middle school staff development plan.
   Within existing resources

9. That in 1991-92, each middle school principal include a middle school staff development component as part of the school plan.
   Within existing resources

10. That, where necessary, staff be redeployed to support the implementation of school staff development plans.
    Timeline: 1991-1995

School Management

The *School Management Sub-Committee* is presently developing the aspects of the *Action Plan* which deal with organizational structures and plant requirements for effective implementation of the *Middle School Plan.*

Organizational Structures

Learning Environment – successful middle schools must be designed to meet the dynamic and diverse needs of the middle level learner. This makes the creation of a sensitive and consistent climate very challenging. Recent studies analyzing school effectiveness do, however, correlate the learning climate with student behaviour and achievement.
Exemplary schools develop programs and procedures that demonstrate persistent caring for students to help meet their special academic and personal needs. Warmth, caring and understanding pervade the building, and consistent positive intervention strategies assist students in meeting high standards of achievement and behaviour. Furthermore, these qualities are essential if the process of creating and maintaining a positive climate is to be achieved.

Scheduling – although the literature features several models of school organization which have been recognized as effective, there isn't "one" model for success nor should we want one. Schools need to retain their own individuality as determined by their students, parents, teachers and community. What is important, however, is that organizational decisions are made on the basis of the intellectual, social-emotional and physical well-being of the students.

In this regard, flexible organizations are desirable. They reduce the number of teacher contacts often imposed as a result of the rigidity of common timetables. There is also evidence to suggest that teams of teachers utilizing blocks of time are able to create more relevant and integrated learning experiences suited to the needs of this age group. In an isolated subject approach where students are required to learn according to the fixed pattern dictated by a timetable, most students are unable to make the connections between the disciplines.

Teaming – the formation of teams of teachers who meet regularly to focus on the learning needs of the students is imperative. Consistent expectations which enable students to work towards clearly understood standards of achievement and behaviour are established and maintained. Teachers collaborate to focus on the learning needs of students, monitor student progress and design programs which connect the disciplines. The formation of teams provides a much needed support group for teachers as well. Their cumulative experience provides an increased level of knowledge and skills to help meet the diverse needs of students as well as providing an on-going process of staff development.

Staffing – the establishment of an *Image of the Ideal Middle School Teacher* will assist in the establishment of essential criteria for middle school teaching personnel. The necessity of maintaining the specialist is essential for our middle schools in order to ensure diversity of experience and to provide subject expertise to teacher teams. A specialist as part of a team can effectively provide relevant, interesting and integrated learning experiences for students.

Plant – a basic needs list based on established student and program needs is essential. This information will provide direction for the establishment of a prioritized system plan for the review of our existing middle school buildings. It will form the basis for the development of a plan for making appropriate renovations according to a reasonable, responsible and affordable plan.

Recommendations:

11. That teaming be incorporated into each middle school's plan by September, 1992.
    Costing: See Recommendation 12

12. That the staffing process for middle schools be reviewed by the Superintendents of Schools, and recommended changes be brought to Board for approval by January, 1992.

13. That a plan identifying the basic facilities required for middle school program be developed by the Middle School Development Committee, and submitted to the Accommodation Committee by January, 1992 for approval at Board as a part of the 1992 Accommodation Committee Report.

14. That a review of each middle school be conducted beginning in September, 1992 to determine the changes, if any, required to meet the basic facilities list.

Summary to Date

The *Middle School Plan* contained in this report culminates eight years of work by principals, co-ordinators, teachers and parents. It has received invaluable leadership and support from Superintendents of Schools, Area Supervisors, Program Department personnel, Central Senior Administrators and the Middle School Consultants. It includes system professional development such as the November 4, 1988 P.D. day in which our middle school teachers learned from Dr. Paul George, and the opportunity for all our middle school teachers and area and central resource personnel to attend the *National Middle School Association's* annual conference held in Toronto in the fall of 1989.

The intense and focused work on middle school as a priority over the past eighteen months by the *Middle School Development Committee* and the Program Department fits with Ministry directions. The early 80's introduced Active Learning and Whole Language into the Primary Division, the middle 80's saw its implementation in the Junior Division program, and the early 90's will see the continuation of effective learning theory move into middle and secondary educational programs.

Recommendations:

15. That regular up-dates be made to the Development Committee and to other system groups as part of the on-going implementation of the Middle School Plan.
    Timeline: Fall, 1991
    Within existing resources

16. That regular updates to parents regarding middle level education be continued.
    Timeline: 1991-1993
    Within existing resources

APPENDIX B

1989 10 05

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Middle School: Strategic Plan for the 1990's

Background:

Since the early 1980's, various committees in our system have been exploring the "Middle School" as a direction. Over the past decade much has been written in Canada, Great Britain and the United States about the student ages 11-14. Sometimes these students are referred to as "Middle Level Learners", as "the Student In Between" or as "Transescents".

1986 - 1989 — Summary of Events:

After much study and considerable review of what is already going well in our schools, the Middle School Task Force presented a Strategic Plan to Senior Management last spring which was reviewed, modified and approved in principle. This document allows for the development of school, area, and department plans focussed on common set of beliefs and understandings.

Details:

Please find attached for your information

(a) an article from the Hamilton Spectator from 1940. (Appendix A)(blue)
(b) a brief outline of the Middle School Strategic Plan (Appendix B)(yellow)
(c) Middle School Staff Development plans for the 1989-90 school year. (Appendix C)(pink)

Recommendation:

That the report be received for information.

Prepared by: Marg Schneider,
Middle School Consultant
Gail Rappolt,
Assistant Superintendent of Curriculum.

Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum.

Approved by: Keith A. Rielly,
Director of Education.

DRAFT

APPENDIX

THE IDEAL CURRICULUM FOR TRANSESCENTS

KEY CRITERIA	KEY INDICATORS	KEY STRATEGIES	KEY ELEMENTS	KEY ROLES
Student-Centred Curriculum	• is based in transescent needs – physical – intellectual – emotional • addresses a variety of learning styles • extends and deepens learning • is exploratory • is resource-based • is relevant • is supportive, fostering positive self-image • is guideline-based • is experiential • is humanistic	• active/interactive strategies — questioning (student) — exploring/experimenting — reflecting/imagining — responding — retrieving & managing information — applying — analysing/interpreting — synthesizing/creating — evaluating/judging — appreciating/enjoying — problem-solving — decision-making — cooperative learning — simulating/playing — perceiving/internalizing — communicating • integrated strategies — whole language learning — arts across the curriculum — technologies across the curriculum — resource-based learning — numeracy — learning styles • collaborative strategies — student-student — student-teacher — teacher-teacher — teacher-parent/community • social strategies – communicating – talking – sharing/presenting/reporting – cooperating – collaborating – teaming – belonging – role-playing – modelling – valuing – celebrating • active living strategies • student interest-based strategies – extending – deepening – individualizing • cross-disciplinary strategies – linking/connecting – collaborating – teaming • small/large group & whole-class strategies – variety – homogeneous and heterogeneous • supporting strategies – remediating/enriching – modifying program – mentoring – counselling – contracting – coaching: peer & teacher – multi-grade/ age grouping – conferencing – shadowing • criteria (objectives)-based strategies – knowledge – skill – affect • independent learning strategies • community linking strategies	• active/interactive learning programs — curricular — co-curricular — extra-curricular — responsive — flexible — practical/hands-on — life-related — collaborative/cooperative — integrated — balanced — motivating — challenging • subject-specific programs • integrated programs — language/arts/technologies across the curriculum — Partners-in-Action — ethnocultural equity — current issues – wellness – life skills • collaborative learning programs • active living programs • elective programs — integrated • mini-courses • cross-disciplinary programs — linking content/skill/affect — preserving uniquenesses — teaming • remedial programs • individualized programs • special ed. programs • guidance programs • adviser programs • criteria-based programs – disciplinary – cross-disciplinary • independent learning programs • field-study programs • community programs	• life-long learner and participant • collaborator • observer • facilitator • organizer • mentor • counsellor • coach • planner • instructor • modeller • communicator • evaluator
Accountable Curriculum	• ongoing curriculum assessment • ongoing teacher assessment for growth and development — criteria-based — collaborative — supportive • ongoing student evaluation — needs/criteria-based — collaborative — observation-based — flexible — in terms of learning styles — reflecting variety — supportive — as a process for learning — diagnostic, formative and summative — process and product — valid – reliable	• reviewing strategies by — teachers — students/parents — administrators • growing and developing strategies — levels of use charts — classroom visiting — in-servicing — peer coaching — colleagues — administrators — students — self • student evaluating strategies — self — peer — teacher — anecdotal reporting — observing/recording — interviewing/conferencing — taping (video/audio) — criteria-referencing — oral and written testing — checklists/charts/scales — journal/log writing — holistic scoring — grading/classifying/marking — performance testing — contracting — comment-to-meaning/clarifying — drama & simulation — profiling — portfolios	• CRDI (model & process) — curriculum review • staff development programs • classroom visitation programs • in-service programs • peer-coaching programs • team programs • teaming programs • interviewing/conferencing programs • DART/IPRC • school evaluation policy Curriculum: All experiences a student is involved in during a school day/week/year.	

A G E N D A

DEVELOPMENT COMMITTEE

1991 05 02

Confirmation of the minutes of the last regular meeting of 1991 04 04.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

Education Centre
100 Main Street West
Hamilton, Ontario

1991 05 02

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: FRENCH IMMERSION STRATEGIC PLAN

The attached report contains an executive summary and a summary of the recommendations. A brief rationale is given for each recommendation.

The resource package (separate cover) contains the following appendices:

The original mandate is outlined in detail in *Appendix 1*.

The detailed Policies and Procedures for French Immersion Program and Delivery Document is included as *Appendix 2*. In this document, revisions were made in items one through nine based on trustee input at the December, 1990 Development Committee meeting. The document now includes a full set of recommendations regarding equity and access. Section 5 was a part of the original report in December, and addresses the accommodation component of equity and access. Section 10 (new) specifically addresses the transportation aspect of equity and access.

Appendix 3 contains the program costing (December, 1990). *Appendix 4* outlines the detailed costing of the transportation recommendation, and *Appendix 5* contains some additional statistical information.

Recommendation:

That the French Immersion Strategic Planning report and its specific recommendations be approved.

Prepared by: French Immersion Strategic Planning Committee

Submitted by: Gail Rappolt, Assistant Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

Executive Summary

Background

The mandate of the French Immersion Strategic Planning Committee (Appendix 1) was to address five components: Program, Single and Dual Track, Policies and Procedures under Decentralization, Equity and Access, and Financial Implications. An update of the committee's work was presented to the Development Committee in May, 1990. A Policies and Procedures Document, the results of the program survey and the program costing were presented at the December, 1990 Development Committee meeting. At that meeting, the report was referred back to the French Immersion Strategic Planning Committee, and the committee was requested to bring forward specific recommendations along with any minority reports.

Rationale

The Policies and Procedures Document was prepared to provide consistency in program quality, equity of access to the program, and a refined set of administrative procedures for the program. It was designed to allow the delivery of program to be adapted to the unique needs of schools or communities. The policies are consistent with contractual agreements, and the procedures are designed to be flexible in order to meet the needs of different parts of the city. Changes as a result of trustee concerns at the December, 1990 Development Committee meeting are shown in bold.

Program

The December, 1990 report included a detailed copy of the program survey results which indicated a high degree of satisfaction with the program. Results of annual evaluations of the French Immersion program conducted by the Research Department were summarized and reported. The aims of various French language programs were described, and other models of extended and immersion programs were outlined. The recommended changes in program delivery and increased flexibility in scheduling were a result of teacher and principal input and parent suggestion. Services are provided to students in French Immersion through the Special Education, Adjustment, and Psychological Services departments of the board. Since the delivery of service through these departments is currently under review, no specific changes were recommended by the committee. Sections 1, 7, 8 and 9 of the Policies and Procedures Document address these issues.

Single and Dual Track

There is no conclusive research to indicate that either single or dual track programming results in better student achievement; however, there are many opinions expressed on this topic. At this time, unless there is further evidence through research, the selection of single or dual track may be determined on the basis of accommodation circumstances.

Policies and Procedures under Decentralization

Issues of registration, oversubscription and program expansion or decline in a school are to be managed by superintendents of schools according to the stated policies(see sections noted below), in the same manner as for other programs.The direction recommended and agreed to by superintendents of schools recognizes both the need for a level of consistency across the city and the specific local constraints of areas and communities within the city. Operations (class size, P.T.R, staffing and timetabling) are to be carried out by the principal and superintendent of schools within the contract. Sections 2, 3, 4, 5 and 6 of the Policies and Procedures Document address these issues.

Equity and Access

Sections 2, 3, 4, 6 and 9 outline the system-wide policies and procedures which superintendents of schools will use to administer the French Immersion program. Section 5 outlines a common process whereby each superintendent of schools plans for the overall accommodation needs of the area including French Immersion. The issues related to transporting students in the French Immersion Program were studied in detail. In section 10 of the Policies and Procedures Document, it is recommended that the transportation policy of the board apply to French Immersion students. There are some further implications of this recommendation outlined by Senior Management in Appendix 4. Recommendation 10 does not have the unanimous support of the members of the French Immersion Strategic Planning Committee.

Financial Implications

In December of 1990, the costing of the French Immersion Program was presented to the Development Committee (Appendix 3). As requested, the transportation recommendations of the French Immersion Strategic Planning Committee have been costed and are presented as Appendix 4 of this report.

Conclusion

The work of the French Immersion Strategic Planning Committee began in October, 1989 and has taken eighteen months. It has involved trustees, staff at all levels, parents, students, contact with other boards, and a detailed costing of the program. Both the committee and senior management have learned a great deal through the process which will be applied to the review and costing of other programs in the future.

Executive Summary of Recommendations

Recommendation 1

1.1 Recommended that the current Hamilton Board of Education French Immersion Model as outlined in Appendix 2, Section 1, become policy.

A review of the research and of Hamilton Board of Education students' achievement has indicated bilingual competency upon completion of the program. In addition, the result of the parent survey supports the continuation of the current program.

Recommendation 2

2.1 Recommended that selection of single or dual-track program delivery in any new French Immersion site be determined according to area and system accommodation circumstances.

The research shows no demonstratable difference in student outcomes whether single or dual-track delivery is used.

2.2 Recommended that class size, staffing and working conditions for the French Immersion program be determined by the collective agreement.

In the past, in order to address limited accommodation, French Immersion senior kindergartens in some schools have been capped at 25 students per class.

Recommendation 3

3.1 Recommended that the current practices for registration become policy.

In combination with recommendations 2, 4 and 5, this recommendation will continue to prevent registration problems that have occurred in the past.

Recommendation 4

4.1 Recommended that, in the event that requests exceed the number of available senior kindergarten spaces in a given school, the superintendent of schools determine the resolution using the same options as for other senior kindergarten programs.

In the past, the first come, first served policy for French Immersion registration has created overnight line-ups. The recommended process allows the superintendent of schools to work with the principal to deliver program in the most effective and cost-efficient manner.

Recommendation 5

5.1 Recommended that the Long-Term Accommodation Plan outlined in Appendix 2, Section 5, be implemented for a two-year period, beginning September, 1991, and that it be reviewed as a part of the June, 1993, Accommodation Report.

The plan outlined in Section 5 is consistent with the direction taken in the 1989 and 1990 Accommodation Reports, where each superintendent of schools submitted a comprehensive report on the area and its needs. The approval of this recommendation would allow each superintendent of schools to fully integrate French Immersion program delivery into the area long-range plan.

Recommendation 6

6.1 Recommended that current administration and staffing practices become policy

Principals and superintendents are satisfied that current practices are effective. On the program survey, the majority of parents expressed satisfaction with current staffing and school organization.

Recommendation 7

7.1 Recommended that current practices for review, development and delivery of program outlined in Appendix 2, Section 7 (a), (b), (d) and (e) become policy.

7.2 Recommended that program be delivered in primary/junior schools as outlined in Appendix 2, Section 7 (c).

The recommended change in primary/junior scheduling is based on the introduction of a whole language approach into primary/junior program , and on principal requests for more flexibility in scheduling.

Recommendation 8

8.1 Recommended that current practices for providing support services as outlined in Appendix 2, Section 8 (a), (b) and (c) become policy.

Students in the program will have access to the resources provided by the Services Departments of the board. This policy will be considered by the action teams investigating support services.

Recommendation 9

9.1 Recommended that current practices for providing resources as outlined in Appendix 2, Section 9 become policy.

These practices are consistent with other programs.

Recommendation 10

10.1 Recommended that the Board's transportation policy apply to students in the French Immersion program.

All parents or guardians who wish to enrol their children in French Immersion may do so, but not all can access the program. Since it is not practical for each school to offer French Immersion, certain schools have been designated for the program. This has caused difficulties for those who wish their children to be in the program, but are distant from a designated school. If new French Immersion sites were designated, then the need for transportation of students would diminish. The implementation of the recommendation below would provide equitable access to French Immersion programming for all families. It would also help alleviate traffic problems and reduce safety concerns at the French Immersion schools.

10.2 Recommended that the policy stated in 10.1 be phased in over a five (5) year period.

It is recognized that the provision of transportation will require logistical and financial planning, and therefore a 5-year implementation plan is recommended.

SK–8

It is further recommended:

10.2.1 that within two years, transportation be provided for students living more than 3.2 kilometres from the designated French Immersion school. (September, 1992)

10.2.2 that within four years, transportation be provided for students living more than 2.4 kilometres from the designated French Immersion school. (September, 1994)

10.2.3 that within five years, the board's existing transportation policy apply equitably to English and French Immersion schools (September, 1996)

SECONDARY

It is further recommended:

10.2.4 that within two years, bus tickets be available for secondary school students who live beyond the boundaries of the designated French Immersion site(s). (September, 1992)

1991 05 02

RE: POSSIBLE IMPLICATIONS OF TRANSPORTATION RECOMMENDATIONS

Please find enclosed material that has been prepared to answer the questions raised by trustees at the special Development Committee meeting on April 25th in response to page 50 of the French Immersion Strategic Planning Resource Package entitled, "Possible Implications of Transportation Recommendations".

Current Practices:

Elementary School

Information about Ministry policy and directions regarding junior and senior kindergarten was requested from the Ministry's Central Regional Office. The following are the responses of the Superintendent of Curriculum that reflect current policy and practice.

- Senior kindergarten will be mandated by the Ministry for September '92.
- Offering senior kindergarten is a board decision. The board makes the decision as to which schools offer the program. The program must be accessible to all students who request it. If the program is not offered in all schools, there is an "inferred expectation" that in order to meet the legal requirements, the board would provide some form of transportation.
- Junior kindergarten will be mandated by the Ministry for September '94.

Current Hamilton Board of Education policies regarding transportation of junior and senior kindergarten students are listed below.

- Junior and senior kindergarten students who cannot be accommodated in their neighbourhood school are not transported.
- Junior and senior kindergarten students who live more than 1.6 km from a community school are transported.

Secondary School

Current Hamilton Board of Education policies and procedures regarding transportation of secondary school students are listed below. To be eligible for bus tickets, a student must live 3.2 km from the school where the program is offered.

- Secondary school bus tickets are administered by the school office. The student must request the tickets and prove eligibility. The school decides if students are eligible. This is co-ordinated by Sue Wilson in the Transportation Department.
- All vocational secondary school students who live more than 3.2 km (2 miles) from the school they attend are eligible for bus tickets.
- Bus tickets are available for eligible students in the congregated gifted program at Westmount (48 students).
- Bus tickets are available for students in the basic level program at Delta (93 students).

Westmount Secondary School

A review of the 3.2 km (2 mile) radius issue for Sir Allan MacNab Secondary School and for Hill Park Secondary School indicates that a small community in the area of Rymal Road and Upper James Street (Ryckman's Corners) is the only community in the upper city west of Upper Wentworth Street that is more than 3.2 km (2 miles) from either Sir Allan MacNab or Hill Park.

Enrolments in Specialized Secondary Programs:

The following programs are currently offered in only one school in the system. Some of the programs are a comprehensive set of courses, while others are one course in grade 11 and one course in grade 12.

School	*Program*	*Out-of-Boundary*	*Total Enrolment*
Hill Park	Limeridge Co-op	15	18
Sir Allan MacNab	Dental Assistant	33	43
Scott Park/Parkview	I-Tap (Sept. '91)	14	17
Sherwood	Refrigeration	4	14
Sir J.A. Macdonald	Fashion Arts	11	21
Sir J.A. Macdonald	Special Arts	35	110
Westdale	Strings	18	25
Churchill	Instrumentation Classes	none	80

Figures for the 1990-91 school year are listed as reported by schools and are approximate. They will vary each year/semester.

Area Four Office
Board of Education
50 Millwood Place
Hamilton, Ontario
L9A 2M8

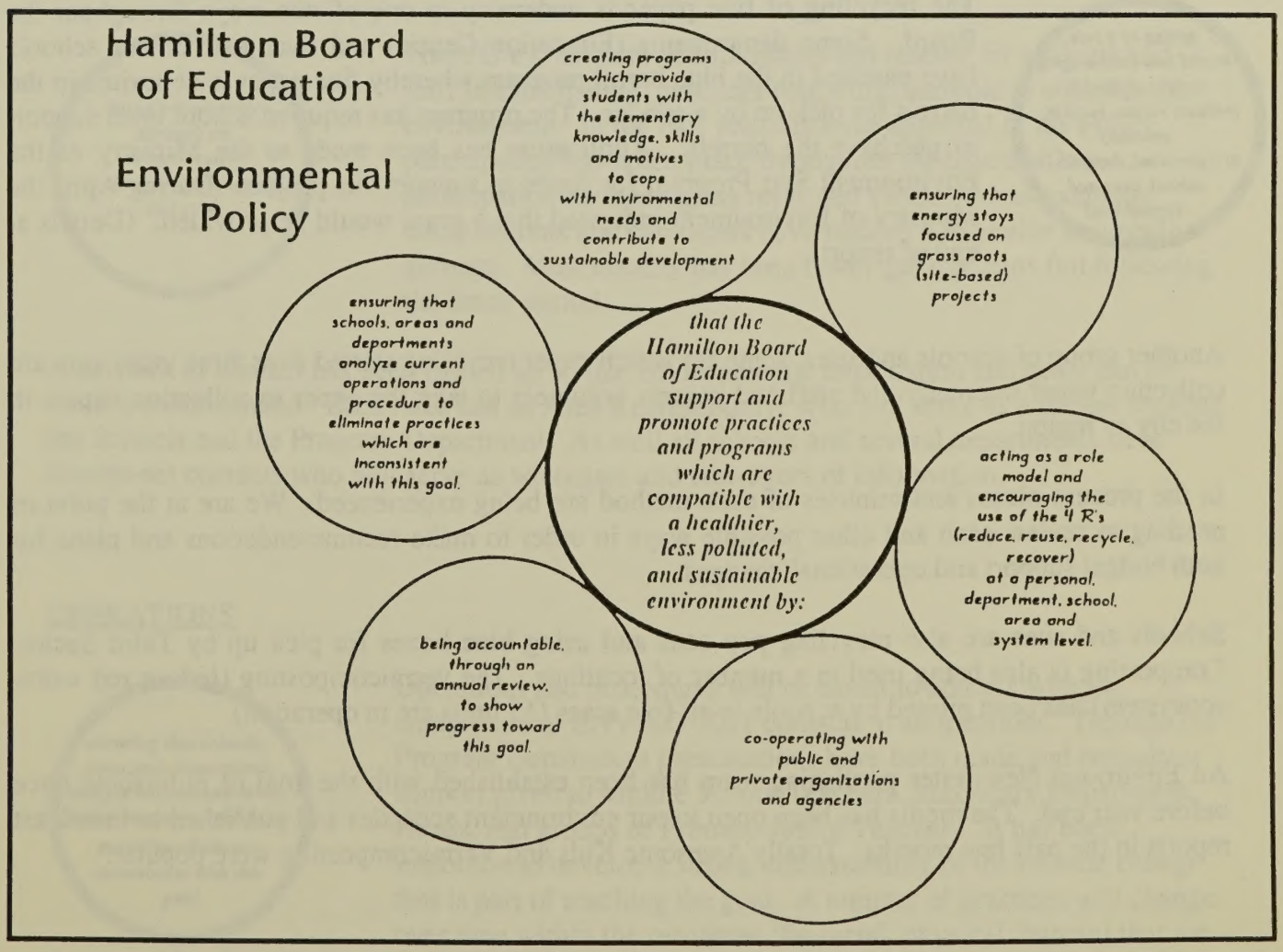
1991 05 02

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Following is a report on the progress of activity and initiative in the Board since the adoption of the Environmental Policy in the Fall of 1990. Interest and progress has taken place at all levels in a grass roots way and on a broken front. Each "bubble" of the policy is proving supportive of the practices and programs that are developing as we move toward a sustainable environment.

POLICY AS APPROVED OCTOBER 1990



GRASS ROOTS

ensuring that energy stays focused on grass roots (site-based) projects

Since the Fall the emphasis has been on grass roots, site-based projects. Support from the Program Department through Jeff Nichol - Environmental Outdoor Education Consultant and John Henry - Coordinator, Science has been to respond to school based initiatives. Information has been provided to the site; has been shared across the system and has been researched in order to support these initiatives. Ideas have originated in the field rather than through a central department or committee.

A number of school wide environmental themes have occurred during last school year and this year. Areas and schools planned major environment initiatives to coincide with Earth Day, Pitch In and Education Week. In our Board, the environment has been a sub theme for Education Week - Its For Life. Displays in schools and the community at malls have highlighted Environment Themes and Projects. This initiative filtered up to the System Education Week Committee from the grass roots.

THE 4 R's

acting as a role model and encouraging the use of the 4 R's (reduce, resuse, recycle, recover) at a personal, department school, area and system level

The recycling of fine paper is underway in one of two ways throughout the Board. Some departments (Education Centre) and over half of our schools have enrolled in the blue barrel program whereby fine paper is deposited in the barrels for pick up by a service. The program has required school level support to purchase the barrels. Application has been made to the Ministry of the Environment Star Program for funds to support this project. During April the Ministry of Environment indicated that a grant would be provided. (Details at end of report).

Another group of schools and sites, some for which paper recycling started over three years ago, are collecting paper internally and staff and parents volunteer to take the paper to collection depots in the city or region.

In the process pluses and minuses of each method are being experienced. We are at the point of needing to review each and other possible ways in order to make recommendations and plans for both budget support and operational changes.

Schools and sites are also recycling pop cans and using blue boxes for pick up by Third Sector. Composting is also being tried in a number of locations. The vermicomposting (indoor red worm ecosystem) has been piloted by schools in all five areas (15 units are in operation).

An Enviro-net Newsletter publishing team has been established with the goal of publishing once before year end. The media has been open to our environment activities and published or broadcast reports in the past few months. Totally Awesome Kids and Vermicomposting were popular.

COOPERATION

Cooperation and liaison has taken place with the following public and private organizations.

co-operating with public and private organizations and agencies

- Hamilton Keep Clean Committee
  - provided student representation
  - joining in with Pitch In
  - Adopt a Park
- Representation on Regional Advisory Committee
- Conserver Society - seedling planting to celebrate Earth Week
- Junior League - discussing ideas to raise student awareness in everyday life applications
- Hamilton Parks - use of naturalized park areas for environmental programs

At the school level, classes, Environment Clubs and Student Councils have taken out membership in Environmental Organizations or have made charitable contributions to Environmental Causes.

ACCOUNTABLE

being accountable through an annual review, to show progress toward this goal.

There is a great deal of enthusiasm and interest by students and staff in establishing practices that will contribute to a sustainable environment. In the half year since the approval of the Policy participation has taken place throughout the Board. This participation has been grass roots and varied. As an example, many schools and caretakers have noticed a reduction in weekly garbage. Most notably has been fewer garbage cans full following the lunch period.

A network of contact has been firmed up so that environmental information and goals can be better communicated. Each Area has an Area Representative who will serve as a liaison between the Schools and the Program Department. As well all schools and several departments have Enviro-net contacts who will serve as advocates and conveyors of information.

OPERATIONS

ensuring that schools, areas and departments analyze current operations and procedure to eliminate practices which are inconsistent with this goal

Operations and procedures will be easier to address with the completion of ENVIRO-NET contacts at all locations. Through the Program Department presentations have been made and consultant support given to Middle School Teachers, Secondary Department Heads, and groups of Primary-Junior Teachers. It has been important to develop a strong understanding of the attitude change that is part of reaching the goal. A number of practices will change over time within the resources (financial, physical, human) that are available. There is tremendous enthusiasm and interest in environmental projects and ideas. What will be necessary will be the sustaining of these commitments beyond this initial year.

PROGRAMS

creating programs which provide students with the elementary knowledge, skills and motives to cope with environmental needs and contribute to sustainable development

Through the leadership of our Environmental - Outdoor Education Consultant and Science Coordinator the following initiatives have been carried out.

- Garbageless lunch bag program through Kit Services for Lunchroom Supervisors.
- Communication and contact has been made with surrounding Boards to review programs available and services being offered to students and teachers. There are many similarities.
- Changes have been made inside the portables at Christie in order to provide for a wider range in programs available and for greater use by all divisions
- A Recycle Unit has been developed and is being piloted in the Primary Grades.
- "To Be Out Doorable" - a community based curriculum for Middle School has been purchased from Metro Toronto. Schools have found this helpful in developing whole school themes and interdisciplinary programs for environmental awareness.
- In Grade 7 an Environment Unit is now available and is being phased into the Grade 7 Science Curriculum
- A Steering Committee has been struck with representation from Geography and Science to develop a Senior Level Environmental Studies Course.
- About 75 students attended the Hamilton Region Student Conference on the Environment at McMaster University.

Recognition

All Staff and students have put forth tremendous efforts to recycle and to learn about the Environment. This has been a grass roots response and carried out with school level resources. To single out a few when so many are participating is to put at risk the high level of interest and enthusiasm that prevails. Rewards and incentives are viewed by many as inconsistent with the reason why one would participate in environmental activities.

The environment is one of many initiatives in our Board and while participation is very high some schools have been working at other initiatives as well. With this broken front approach perhaps the best recognition is achieved through ongoing continuing support.

Budget

A nominal amount of $3000 is specifically earmarked for Environment in the 1991 Budget. This is intended to support some participation in nearby Conferences. As much of the work in 1991 is program based funds have been allocated within the Program Department to manage Environment Programs. As well some monies have been applied to paper recycling through the Plant Department.

Recycling and specifically paper has reached the point where schools need help and support in particular for storage and regular pick up. As the Departments involved examine this aspect of recycling it is becoming evident that there are budget implications. Proposals will be developed for the 1992 Budget.

Grant Application

In December 1990, a grant was made to the Ministry of the Environment - STAR Program (Student Action For Recycling Program) to support paper recycling in the schools. The basis for the application was on site collection and storage of fine paper (blue barrels). During April a positive response to the application was received.

Program Cost: $31,860
Ministry Grant: $21,250.

The balance is made of contributions from school funds partly offset by a Board allowance of $25 per barrel.

Participation levels have changed since the application was made and more schools have become involved. The project classified as multi-material recycling is such that further applications to this grant can be made.

Summation:

Within the context of the many initiatives and goals in the Priorities of the Board, the Environment has advanced in the few months since Policy Approval. The Program Department will continue to work within the curriculum that exists and is being developed. It is the "non program" - the operational part of the environment that requires fine tuning. Work will continue in order to review this aspect of the environment.

Recommendation:

That this update be received for information and the grant accepted.

Prepared by: J. Nichol - Environment - Outdoor Education Consultant
J. Henry - Coordinator - Science
J. Paterson - Finance Department
P. Gillie - Superintendent of Schools

Submitted by: P. Gillie - Superintendent of Schools - Area 4

Approved by: K. A. Rielly - Director and Secretary

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 05 02

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: TRI-BOARD FAMILY VIOLENCE PREVENTION PROJECT UPDATE

Family Violence Prevention has become a major focus for all levels of government, social agencies and Boards of Education over the past 5 years. The Hamilton Board of Education is fortunate to be a part of a community project to address this problem locally.

The materials enclosed outline the rationale and background for the project (Appendix A) and a summary of project initiatives to date (Appendix B). Appendix C outlines the structure of the project and Hamilton Board of Education staff involved in the Board Steering Committee. Currently this committee acts as a clearing house for requests. It is also compiling an inventory of school and area projects which are addressing family violence and behaviour initiatives. The committee is attempting to build on the effective practices and pilots currently in place in the system and provide links among them. Appendix D outlines the specific Family Violence Initiatives being undertaken in the Hamilton Board of Education.

RECOMMENDATION:

That this report be received for information.

Prepared by: Linda Woolfrey-Cooper, Co-ordinator of Family Studies
Bryan Schofield, Co-ordinator of Adjustment Services

Submitted by: Gail Rappolt, Assistant Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

Family Violence Prevention – A Tri-Board Project

Rationale for the Project

The importance of positive relationships and nurturing environments in raising socially healthy children has been consistently demonstrated. Still today, many children suffer from neglect and child abuse. This results in great human and social costs. Children raised by abusive parents may strive to be good parents themselves. However, during times of stress their good intentions may be compromised, having only the violent models of their parents to follow. These children may find themselves trapped in a cycle of violence. We must find ways to intervene, to educate and prevent family violence.

> "Violence is any act that uses threat to coerce the victim or causes him/her to be afraid. It need not involve physical contact with the victim since acts of intimidation, such as punching walls and making verbal threats can achieve the same results" (Adams, 1988).

Cross-cultural studies have found relationships between acceptance of the use of physical force for punishment and child abuse. Studies from Sweden, where physical discipline is forbidden, have found reduced rates of child abuse and reduced rates of violent crime. Similar research identified several differences between cultures with high and low prevalence of family violence. Violence in families appears to reflect the social acceptability of violence, inequity between men and women, and rigid sex roles (Levinson, 1989). The most frequent form of family violence is wife assault: one in eight women is assaulted by her partner. Wife assault includes physical, sexual and emotional abuse. It involves the intent by the partner to intimidate, either by threat, or by the use of force on the woman or her property. The purpose of the assault is to control her behaviour by the inducement of fear. Preventative family violence programs must address the issues of power, control and the impact of stereotyping used to maintain the imbalances between the sexes. Strategies that enable individuals to develop and maintain healthy relationships contribute to the prevention model. Also, effective communication techniques such as assertiveness skills and conflict resolution skills provide life long coping mechanisms for victims of family violence.

Background:

The Hamilton Board of Education became involved in the Family Violence Prevention Project through its membership on the Hamilton-Wentworth Child Abuse Council. The Child Abuse Council was established in 1975 and is comprised of community representatives from child welfare, education, health and social service agencies as well as related government agencies who are concerned about child abuse. In 1989, the Council received funding for a Family Violence Prevention Project with the following objectives:

1. To develop an integrated holistic cross-disciplinary family violence prevention curriculum for Kindergarten to O.A.C.
2. To provide in-service training to school staff, community agencies and parents.
3. To develop a handbook on Family Violence to be distributed to teachers, social workers, public health nurses, parents, clergy and volunteers.

This project is an initiative involving the Hamilton Board of Education, the Hamilton-Wentworth Roman Catholic Separate School Board and the Wentworth County Board of Education, with funding from the Ministry of Health, Ministry of Community and Social Services and the Ministry of Education, as well as private sector funding. (see Appendix C)

Update on Tri-Board Initiatives

Curriculum

The curriculum development is taking place in three areas: Primary/Junior, Intermediate, and Senior.

Primary/Junior — The curriculum for this level is at the rough design stage of development in all three boards. Diane Rawsthorne, Primary/Junior Coordinator, is working with representatives from the two other boards and with Dr. Donna Mitchell from the project staff. The major tasks in this area focus on the staff development process.

- The identification of critical learnings and the development of growth strands. These could be the foundation for any social/life skills program and, as an organizer, can be easily adapted to any current and future social issues curriculum.
- Identification of common problems, opportunities, or situations and ways to link family violence learnings to actual classroom situations. (Situational springboards.)
- School climate assessment tools and school climate building strategies.
- Development of a kit or annotated bibliography for primary/junior teachers.
- In-service to staff about family violence awareness.

Intermediate — A pilot project on Family Violence was conducted at Burkholder Middle School involving a cross-disciplinary approach which allowed for the natural integration of various subjects. From that pilot and as a result of the work of a summer writing team from the Hamilton Board of Education, a resource guide and inventory was developed for Middle Schools. A presentation by the Burkholder staff was done for Hamilton Middle School Principals and invited guests from neighbouring boards in February, 1991.

The future plans for the Intermediate level are as follows for 1991-1992:

- Continued building of a "Kit" of resources that will be available to the system through Kit Services.
- At least 2 schools will pilot the cross-disciplinary planning guide and resource kit in the fall of 1991.
- A systematic plan will be developed for further implementation.

Senior — The curriculum for the Senior Division has not yet been designed. The plans for 1991-1992 are as follows:

- Initiate a tri-board design and development team for Senior Division.
- Review the growth strands identifying the critical learnings for secondary.
- Brainstorm and develop suggested strategies to integrate family violence prevention within secondary program.
- Delta and Scott Park will be showing the play "Whenever I Feel Afraid" on May 21st and planning special programs for students on that day.
- Family Studies O.A.C. students will be viewing the play as part of their annual conference at McMaster University on May 7th.
- Peer Counselling students from Westdale will be receiving in-service on Family Violence.

In-service Training

In-service occurs on two levels:

- With staff of individual schools prior to their becoming involved with the curriculum.
- On a tri-board level as a result of the Ministry of Education, Family Violence Prevention Initiatives Grants, in which each board pools their grant.

The activities that have taken place are as follows:

1988-1989

- A pamphlet "Working Together to Prevent Family Violence" was developed and distributed to over 11,000 school employees within all three boards.
- A seven-part workshop was run twice. Registration was limited to 70 participants.

1989-1990

- A two day retreat on wife assault and the effects on children was attended by 65 people.
- A second pamphlet, "Wife Assault and Its Effects on Children" was developed and distributed to over 11,000 school personnel.
- The play "Whenever I Feel Afraid" was presented to over 400 people, representing the three school boards and local community.

1990-1991

- The handbook is being distributed to each school within the three school board systems, with an invitation to have a school-based in-service presentation.
- In-service training based on the needs of various school personnel will continue.
- A "Summer Institute on Family Violence" lasting 4 days will be offered free of charge to 20 members of each board.

The Handbook

The handbook brings together, in one volume, current information on all aspects of family violence: child abuse, wife assault, elder abuse, and related aspects. The handbook represents two years of research, writing and scrutiny. In total, over 60 professionals representing teachers, social workers, physicians, police and shelter workers have been involved in the process. Each school in the Hamilton Board will receive an appropriate number of copies of the handbook free of charge.

The Evaluation

The Phillips Group, a Toronto-based consulting firm has been hired by the Ministries of Education, Health and Community and Social Services to conduct an evaluation of the Hamilton-Wentworth Family Violence Prevention Project. The scope of this study will entail an organizational review of the Hamilton-Wentworth Community Child Abuse Council as well as an evaluation of the Tri-Board Family Violence Prevention Project.

Purpose and Scope of the Evaluation:

The three ministries clearly outlined the foci of this evaluation:

1 The effectiveness of the in-service program in the three school boards.

2. The effectiveness of the Hamilton-Wentworth Community Child Abuse Council as an inter-agency model.

3. The utility of the handbook and the Family Violence curriculum.

The study is to review short-term and long-term objectives to determine the quality of outcomes and cost efficiency of the project.

Crucial questions are:

- **Should this model be replicated elsewhere?**
- **If replicated, what are the essential ingredients for success?**

The initial phase of the study, conducted from January, 1991 – April, 1991 consists of an operational review of the Council, a preliminary evaluation of the Family Violence Prevention Project and the development of a methodology for ongoing evaluation over the next 18 months.

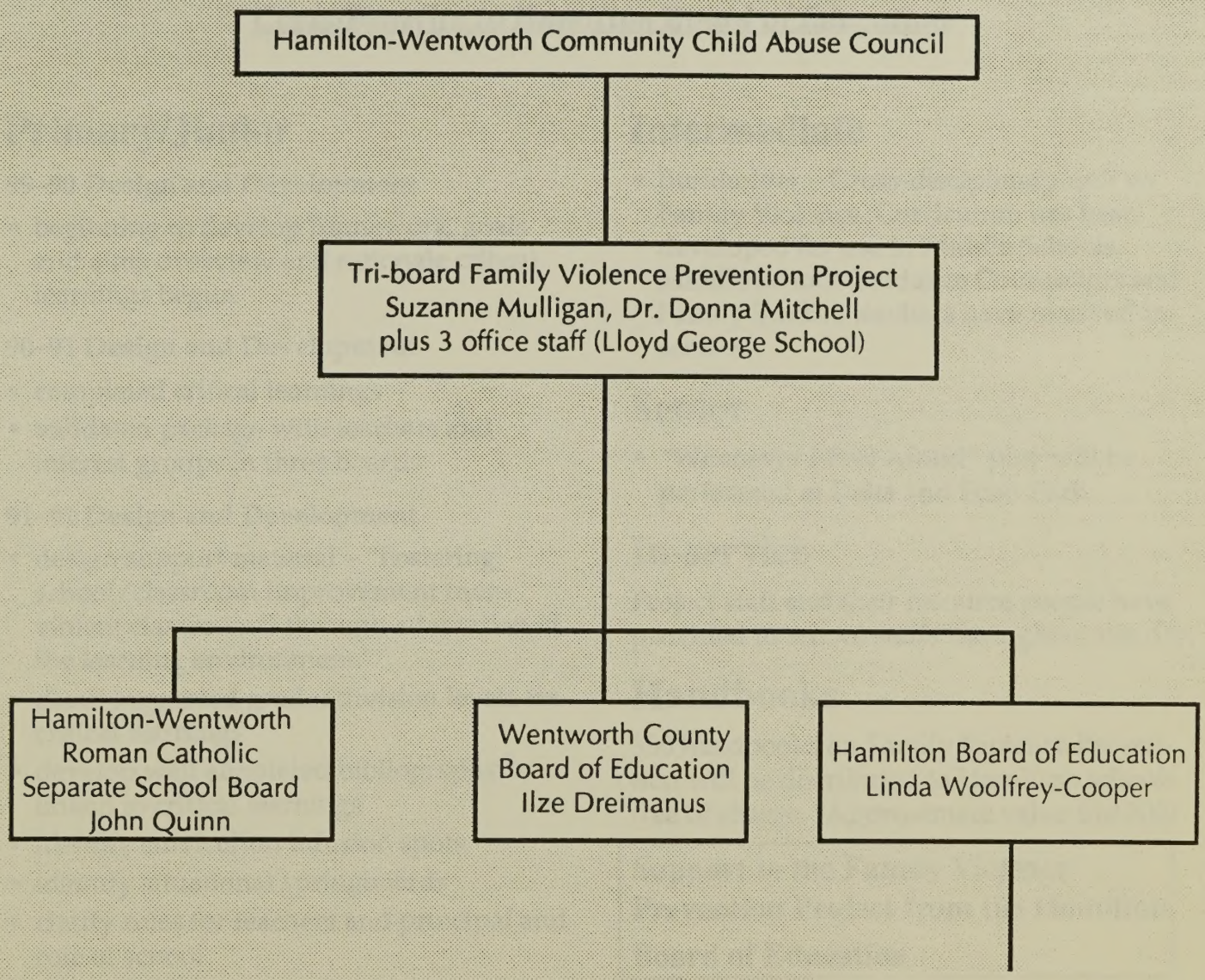
Phase II which involves ongoing evaluation of the project will be conducted from April, 1991 – September, 1992.

Conclusion

As a board, we are fortunate to have this project available to students, staff and parents in our community. The staff look forward to continued work with the project with the Hamilton-Wentworth Roman Catholic Separate School Board, the Wentworth County Board of Education and the Project Staff. Updates on the project will be made to Development Committee at least once each year.

Appendix C

Family Violence Prevention



Hamilton Board of Education
Family Violence Prevention
Steering Committee –

Gail Rappolt
Stew Thompson
Diane Rawsthorne
Vic Lepp
Steve Barrs
Bryan Schofield
Linda Woolfrey-Cooper

Family Violence Prevention Initatives Hamilton Board of Education

Costs/Benefits to Hamilton Board of Education

Primary/Junior

89–90 Design and Development

- beginning to develop framework, goals and aims overview and rationale critical learnings begun

90–91 Design and Development

- completed critical learnings
- validated package with teachers and interest groups in three boards

91–92 Design and Development

- design support material – "Fostering school/classroom improvement (non-violent classrooms) through adaptation of the learning environment."
- detail suggested grade/division levels for critical learnings
- develop well annotated bibliography linked to critical learnings
- identify curriculum infusion spots
- identify situational springboards
- clarify roles for teachers and principal and role of school

92–93 Implementation (over the next three years)

- develop in-service package for Primary/Junior schools based on support materials

- "Touching" play — 17 school performances

Intermediate

- Burkholder – Cross-disciplinary unit on Family Violence. Curriculum has been developed for use in Middle Schools. Middle School Guidance Counsellors and Family Studies teachers have received in-service.

Senior

- "Whenever I Feel Afraid" play will be performed at Delta and Scott Park.

In-service

Project staff and their resource people have provided to school staffs throughout the city.

Handbooks

350 handbooks on Family Violence Prevention will be distributed to Hamilton schools free of charge. (Approximate value $10 500)

Support to the Family Violence Prevention Project from the Hamilton Board of Education

- 20% of the cost of the performances of "Touching"
- Facilities at Lloyd George (1 classroom and 1 office)
- Program Department members' time
- $3,000.00 towards curriculum writing kits in-service
- $1,500.00 for showing of "Whenever I Feel Afraid"

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 05 02

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Race Relations And Ethnocultural Equity

Update

The Race Relations Steering Committee, Design Team and Action teams have been formed. Membership consists of trustees, senior management, support staff, principals, teachers, federation reps., union reps. and community reps.

The Steering Committee :
Has met on a number of occasions to provide direction, guidance and feedback to the Design Team. A third of this committee's membership is made up of representatives from Hamilton's racial, ethnic and religious communities. Meetings are scheduled on a monthly basis. Next meeting is May 13, 1991, 5:00 - 7:00 p.m, Room 2 & 3, Education Centre.

The Design Team :
Meeting on a regular basis, the Design Team has put together six Action Teams - Leadership, Community Relations, Program, Responding To Harassment, Staff Development, Employment Practices. Chairs of the six Action Teams as well as designated trustees and community reps. from the steering committee have planned and carried out an inservice for all members of the Steering Committee, Design Team and Action Teams. The inservice took place on Friday April 19, 1991 - see attached agenda.

Action Teams
Have met, clarified tasks and established a process for operating as a team. Action Team meetings have been scheduled and timelines for task completion established. Minutes from each Action Team will be made available to all Action Team chairs to ensure on-going networking and co-operation. Dates for Steering Committee, Design Team and Action Team meetings are available by contacting Steve Barrs Ext. 437.

RECOMMENDATION:

That this report be received for information.

Prepared by : Steve Barrs, Consultant
Submitted by : Bruce Sinclair, Superintendent, Human Resources
Approved by : Keith A. Rielly, Director of Education and Secretary

Towards Race Relations And Ethnocultural Equity

Inservice Session
For
Steering Committee
Design Team
Action Teams

Date : Friday April 19, 1991
Time : 1:00 - 4:30 p.m
Place : Main Auditorium, Ed. Centre

Agenda

1:00 - 1:30	Introduction - Keith Rielly Role of Action Teams - Bruce Sinclair
1:30 - 4:30	Focus On Action Teams • Each Action team Meets To: - get to know each other - clarify tasks - establish process for operating - establish timelines for task completion - establish meeting dates

Action Team Chairs	Meeting Rooms
• Leadership - Keith Rielly	Room 1
• Community Relations - Rick Kawai	Lower Auditorium
• Program - Darrel Skidmore	Lower Auditorium
• Responding To Harassment - Neville Nunes Murray Quinn	Area 2 Conference Room
• Staff Development - Steve Barrs	Lower Auditorium
• Employment Practices - Linda Sproule - Jones	4th Floor Conference Room

Education Centre
100 Main Street West
Hamilton, Ontario
1991 05 02

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Arts in Education Update

Over the past 3 years a number of individual items regarding the Arts in education have come before this Board. The Arts must now be considered within the framework of the Board's Mission and Vision statements, in relation to the image of the educated person, and in terms of Ministry initiatives and directions.

There are a number of changes and initiatives in the Arts at the national, provincial and local levels which directly affect the Arts in education. These are outlined in the appendices of this report.

Enclosed are materials which outline

(i) changes in the Arts in education (Appendix A)
(ii) present status of Arts programs in our Board (Appendix B)
(iii) preparation for a Board Arts policy (Appendix C)

RECOMMENDATION:

Recommended that this report be received for information.

Prepared by: Bruce Hosking, Co-ordinator, Visual Arts
Bill Manson, Co-ordinator, Drama/Dance
Russ Weil, Co-ordinator, Music

Submitted by: Gail Rappolt, Assistant Superintendent of Program

Approved by: Keith Rielly, Director of Education and Secretary

APPENDIX A

1. THE ARTS

1.1 The Arts in Canada

Statistics Canada estimates that in 1982-83 the Arts and culture sector had an impact on gross domestic product of nearly 8 billion dollars – greater than the impact of tobacco, rubber and plastic, textile, clothing, petroleum and coal, or chemical products industry. Further they acknowledge that the arts and culture labour force has been growing much more rapidly than any other sector of the economy. Attendance at live performing arts events totaled 9.7 million in 1981, up 50% from 1976. By 1986, this figure had risen to 12.1 million.

In **Megatrends 2000**, Naisbitt and Aburdene write that "whenever the affluent information economy has spread, the need to re-examine the meaning of life through the arts has followed. It is a spiritual quest but its economic implications are staggering". (pp. 62-63)

The importance of the Arts must not be overshadowed by concerns with technology and the information age. The Arts provide balance to the curriculum which, in addition to developing literacy and problem-solving skills, recognize that **life is also a matter of feeling, sensing and knowing intuitively**. The Arts allow students to combine rational and emotional responses to the world around them.

Government, ministries, and arts advocacy groups are all encouraging boards of education to support Arts programming to the fullest, so that we may reflect the future society in which we will live.

1.2 The Arts in Ontario

In the spring of 1985, the Ministry of Education prepared a discussion paper entitled **The Arts**, which emphasized the importance of the Arts in a balanced curriculum. This paper was prepared in response to concerns about the state of the Arts in Ontario schools which had been expressed in published reports, research papers, and provincial reviews. The following are examples of recommendations coming out of the responses to this discussion paper –

> *"There is a need for dedicated commitment to the improvement of existing Arts programming and for strong leadership in the development of new programs, in order to better meet the needs of all Ontario students.*
>
> *Positive attitudes towards the Arts as an integral part of the curriculum need to be developed.*
>
> *Greater communication and co-operation among teachers, boards, ministries, agencies, artists, and the community are needed to ensure an effective and on-going network of support for Arts education in Ontario."*

1.3 The Arts Locally

The Corporation for the City of Hamilton has, in response to these national and provincial thrusts, developed an Arts policy. In part it reads –

> *"From times of pre-history to the present, the artistic expressions of mankind have sought to interpret and define many components of a life experience, such as perceptions, emotions, dreams and aspirations. Artists as a group have been viewed as those whose sensitivity to their environment, whose ability to create symbols which articulate universal experiences, made them valued members of their societies.*
>
> ***In an age of sophisticated technology and consumer-based economy, western civilization is in increasing danger of relegating this creative process to a minor role in the general scheme of things.***
>
> *... the essence of creativity, of artistic expression in a wide variety of mediums, will only ever be justified in terms of the necessity of our continuing attempts to understand ourselves and our world and to relate to our fellow man. This ancient pre-occupation, is relevant today as it was thousands of years ago, and of inestimable value to the well-being of the community."*

2. THE ARTS IN EDUCATION

2.1 A quality education in the Arts prepares our student for –

- living and learning
- understanding people, traditions, customs and cultures
- the world of work.

2.2 Education in the Arts stands at the core of a quality System curriculum:

> *"...much of the learning that takes place in schools occurs through language and through perceptual and expressive experiences in other media. Visual, aural and dramatic expression extend well beyond the Arts subjects into all areas of the curriculum and contribute important learning perspectives along with language."*
>
> OS:IS (3.2)

2.3 Image of the Ideal

> *In every culture the Arts serve both as forms of communication and as means of expression. As places where students prepare for their roles in the larger society, schools should plan programs that enable students to experience the enriching environment that the arts provide.*
>
> OS:IS (2.6)

The Ministry expects Arts programs JK-OAC to be –

Developmental

- a continuum in the personal growth and development of the learner
- student-centred, empowering the learner to collaborate in his/her own learning
- affect-based, encouraging the development of positive values and attitudes to all the Arts: dance, drama, music and the visual arts

Exploratory

- facilitating personal reflection and response to dance, drama, music and the visual arts, and to the skills involved in each discipline
- encouraging the active engagement of the learner in "real" situations for "real" purposes in Arts learning
- extending learning in the Arts beyond the walls of the classroom
- offering current and relevant Arts experiences
- facilitating personal reflection and response to dance, drama, music and the visual arts, and to the skills involved in each discipline
- encouraging the active engagement of the learner in "real" situations for "real" purposes in Arts learning
- extending learning in the Arts beyond the walls of the classroom
- offering current and relevant Arts experiences

Balanced

- based in System core Arts curricula and in individual school needs
- reflecting the contribution of all the Arts to learning and growth
- providing the learning links among the Arts

This image of the ideal reflects the Hamilton Board's Mission and Vision Statements.

APPENDIX B

3. UPDATE: THE ARTS IN EDUCATION IN HAMILTON

3.1 Dramatic Arts in Hamilton, May 1991

Drama is unique among the Arts because it provides a vehicle for individuals to collectively and actively explore other times, places, events, people and ideas by putting themselves personally into those situations and "playing" them out.

Drama curriculum in Hamilton is currently in the developmental stage. The use of drama as a teaching/learning strategy in the classroom JK-OAC continues to grow. In the Primary and Junior Divisions, drama as a strategy forms an integral part of both **Growing Into Language** and **Celebrating Language**, for example.

In the middle schools, drama as a classroom strategy also continues to grow as an integral part of active and co-operative learning across the curriculum. The first drama teaching units specifically developed for middle schools will be ready for implementation next September. In keeping with the middle school philosophy, these units are based in the **Dramatic Arts Continuum JK-OAC**, but are cross-disciplinary in nature, and may be delivered by a dramatic arts teacher, or shared among a number of individual teachers or by a cross-disciplinary team.

In the secondary schools, the Dramatic Arts program also continues to grow, having been given a more equitable status with the other Arts in the Program Plan. The grade 9 curriculum offers system courses at all 3 levels – advanced, general and basic – and currently Delta Secondary School and the Program Department are developing and implementing a non-streamed "W" course in Dramatic Arts.

Using the **Drama Review** (1989) and the **Drama Continuum** (1990 rev.) as guidelines, most secondary schools are updating their grade 11 and 12 programs in collaboration with the Drama Co-ordinator. System units are ready for implementation at the OAC level in Dramatic Arts, and Westdale Secondary School is developing a pilot course at the grade 12 level which involves the integration of elementary curricula, and performance workshops with elementary students.

Finally in the area of theatre arts, our senior Dramatic Arts programs continue to foster the development of excellent young designers, writers and performers. Extra-curricular theatre is being revived at several schools like Scott Park and Churchill, and Hamilton is still garnering top honours at drama competitions and festivals. For example, Barton and Westdale both represented Hamilton at the Regional Ontario Collegiate Drama Festival. Westdale won this competition and will shortly be representing Hamilton at the Final Showcase at Hart House in Toronto. Westdale has also just returned from a showcase in Vancouver where it represented excellence in Secondary School drama in Ontario, and Vanier students will shortly be performing in Quebec.

3.2 Music in Hamilton, May 1991

Music is unique among the Arts because it offers opportunities to explore sound through listening, performing, creating and responding.

Program	Components		CRDI	Comments
Pr/Jr School	vocal		I new junior curriculum, fall, 90 • Sight Reading • Singing in Harmony	• 43 qualified itinerant teachers full and part time • instruction – 2 half-hour periods/week
Middle School	vocal/instrumental		R new guideline, 7–OAC, Nov, 90 a review to be conducted (1991-92) in preparation for new curriculum development	• grade 6 – vocal 5-7 months – instr. 3-5 months • grade 7 and 8 instrumental/vocal 22 schools • instrumental programs vary from streamed to all inclusive
Secondary School		level		
	guitar	G		Delta (pilot 1991-92)
	instrumental (band)	A		all schools
	keyboard	G		all schools except Vanier
	music in life	B/G		Delta W de-streamed course 1991-92 (grade 9)
	repertoire	A		• Westdale, Glendale – jazz • Hill Park – concert band
	strings	A		Westdale (9–OAC)
	vocal	G/A		Barton, Glendale, Sherwood, Scott Park, Westdale, Westmount
Strings	user-pay			• grade 4-8 withdrawal from class (1/2 hour per week?) • cost is $215/year • enrolment 1990-91 – 420

All schools have active co-curricular programs which are a vital part of the music program and the life of the school.

Activities include choirs, hand bells, concert and symphonic bands, jazz bands, jazz choirs, small combos and ensembles of every description.

Hamilton schools continue to be represented at major music festivals across Canada and the United States.

3.3 Visual Arts in Hamilton (May, 1991)

Visual Arts is unique among the Arts because it focuses on the processes of perceiving, producing and appreciating, and the inter-relationships among these processes.

A long-term plan for curriculum development for Visual Arts was initiated in 1986 following OS:IS and the release of the Ministry Visual Arts Guidelines for the Intermediate and Senior Divisions.

Beginning with the middle school (grades 7-8), curriculum was subsequently written for grade 9 at the general level, and grades 10, 11 and 12 at the basic, general and advanced levels. Implementation occurred with the teachers directly and through on-going course development by department heads and teachers to meet the needs of individual schools. The writing of the OAC Visual Arts course completed the program.

The Visual Arts O.A.C. review conducted by the Ministry in 1989 saw Hamilton schools ranked highly in the province on the examination component as indicated on the graphs.

HAMILTON SCHOOLS IMPLEMENTATION OF OAC EXAMINATION FORMAT AND CONDITIONS

Figure 1a): illustrates that 73% of the examinations conformed to a high degree to recommended formation and conditions of an O.A.C. Visual Arts examination, while 9% conformed to a moderate degree and 18% did not conform.

Figure 1a): Degree of Conformity to the Format and Conditions Recommended for an O.A.C. Visual Arts Examination.

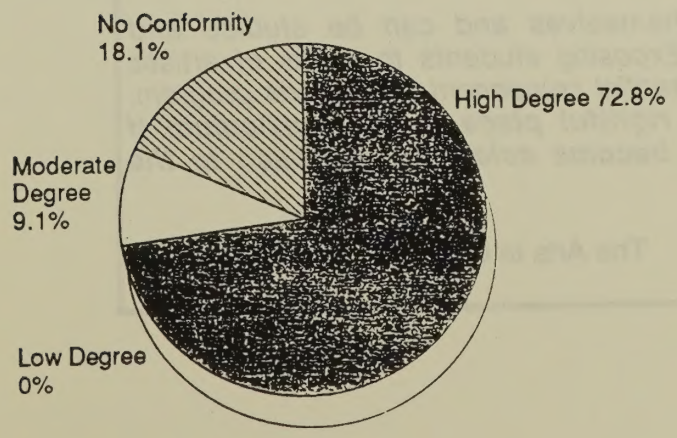
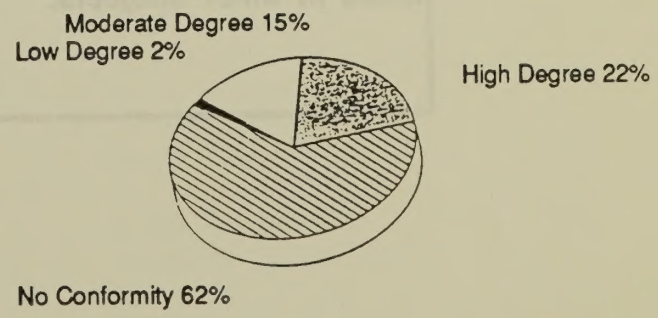


Figure 2: Degree of Conformity to the Format and Conditions Recommended for an OAC Visual Arts Examination

Provincial Results



29% of the province did not submit at all

Sir Allan MacNab student's proposal, information file and portfolio appears in the subsequent Review Handbook as the exemplary example for the province.

In conjunction with the Primary Junior Department and the philosophy of **Getting It All Together** and **Connections**, curriculum development is presently at the pilot and field-testing stages in the C.R.D.I. model. These programs will develop the visual, creative and technical skills of young children through themes that are an integral part of their curricula.

Directions and concerns evolving from the above are –
- implications of destreaming and the development of W courses
- "Visual Arts" in the Middle School
- the implementation phase of C.R.D.I. at the primary and junior levels.

3.4 Dance in Hamilton, May 1991

Dance is unique among the Arts because it provides a vehicle for individuals to actively explore themselves in terms of time and space in response to their world.

Traditionally dance has been part of the Physical Education curriculum JK-OAC. The Ministry will shortly be releasing a new Dance guideline stressing Dance as an **expressive art form**, grades 7-OAC. The Co-ordinator of Dance and Drama is responsible for developing this new guideline when it is released. Currently only Sherwood Secondary School is offering 1/2 credit pilot courses in dance as an art form as part of its total Arts package, grade 9-OAC. Dance as an activity for physical growth and development (JK-OAC) will remain the curriculum responsibility of the Co-ordinator of Physical and Health Education.

> *The arts have a value in themselves and can be studied and experienced for themselves. Exposing students to works of artistic quality and originality is an essential component of any arts program.* ***The arts cannot take their rightful place in the curriculum if they lose their identity and become solely an approach to the ideas in other subjects."***
>
> The Arts in Ontario Schools 1990, p. 4

APPENDIX C

4. FUTURE DIRECTIONS FOR ARTS EDUCATION IN HAMILTON

A key development from the 1985 ministry discussion paper was the establishment of C.O.R.A.A.C. (Central Ontario Region Arts Advisory Committee). Regional Arts Advisory Committees were established, with the Board of Education for the City of Hamilton being a member of the West Central Region Arts Advisory Committee. In February, 1991, the ten boards involved provided in-service in the Arts for generalist teachers. Money was supplied jointly by the Ministry of Education and the Ministry of Culture and Communication as part of a long-range plan. This 3-year plan is intended to raise the awareness of the Arts among boards and teachers.

The Arts Co-ordinators in their planning and development will continue modelling a team approach to Arts education in Hamilton, an approach which preserves the integrity and uniquenesses of each of the Arts disciplines, while promoting the need for all students to explore the links among the Arts. A tangible example of this philosophy is the Middle School Arts Camp, in its second year, where teachers and students will be exploring all the following Arts disciplines and the links among them:

- dance
- dramatic arts
- literary arts
- media arts
- music
- physical education
- visual arts

The Arts Co-ordinators are also in the process of developing an Arts Policy for the Middle Schools which they will be presenting to the Middle School Principals later this month for their input. The policy reflects the philosophy and directions of both the Ministry and Board Middle School development currently under way.

In support of Ministry directions the Arts Co-ordinators of the Hamilton Board have worked together to develop **A Draft Policy for the Arts in Education,** as a framework for further development and implementation of the Arts in Education and as a plan to raise awareness within our board. This Draft Policy has been sent out with the secondary school study for response and input.

1991 04 25

To the Chairmen and Members,
Development Committee
The Hamilton Board of Education

Dear Ladies and Gentlemen:

The Strategic Planning Directions Paper, Program Priorities for the '90's, was presented to the Development Committee of the Board on March the 7th, 1991. In keeping with the recommendations of that report, several Action Teams were struck. This paper is the report flowing from the working paper prepared by the Adult and Continuing Education Action Team.

The mandate given to the Action Team was very specific: To assess the services provided by the Adult and Continuing Education Department in Hamilton and to recommend a delivery model for the future which will be both financially responsible and educationally sound. The recommendations contained in this report are an effort to address the two key elements contained in the mandate.

Presently the Adult and Continuing Education program functions at a significant deficit. In undertaking the task, the Action Team explored every means of reducing this deficit situation while at the same time maintaining a quality program for our clientele. In so doing, a thorough analysis was done of our existing programs, a search of the literature for exemplary practice was undertaken and consultation with both the Ministry of Education and other Boards was established.

Several of the programs under the mandate of Adult and Continuing Education are grant rich. In essence, this means that several of the programs are virtually cost recoverable and any expansion of them is at no cost to the Board. Every effort has been made in these recommendations to take advantage of that opportunity while reducing in other areas which are costly to operate; however, it must be emphasized that such reductions do not involve major reductions in the quality of service being provided. In most instances the reductions are as a result of delivering the service in a different mode or location.

The significant restructuring of both the department and program delivery will result in substantial cost savings to the Board. Any expansion or additions being recommended are well within the mandate of the 1991 budget and will result in an overall improved level of service to our adolescents and adult students.

It is recommended that the report of the Adult and Continuing Education Action Team including the recommendations be approved.

Prepared by:

Moira Caird (Resource)
Bob Cruickshanks
Jack Diverty
Trish Fulton (Chair)
Bob Harkness
Cliff Howell (Resource)
Bob Leedale (Resource)
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Submitted by:

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Approved by:

Keith A. Rielly
Director of Education and Secretary

EXECUTIVE SUMMARY

The Executive Summary provides an outline of the specific recommendations and timelines and a summary of the budget implications. The accompanying rationale, implications and costing for each recommendation are found in the body of the report. Further support data are also provided in the attached appendices. (Appendix B provides a summary of all existing programs).

SUMMARY OF RECOMMENDATIONS

It is recommended that the Adult and Continuing Education Action Team Report be approved including the following recommendations:

Summer School Programs

1. The average class size of summer school secondary school credit courses be established at twenty (20) with a minimum class size of fifteen (15); however, where a course has implications for graduation, the principal of Adult and Continuing Education be permitted to use his/her discretion related to the course offering.
   Timeline: July 1, 1991

2. The number of summer school sites be reduced from three (3) to two (2) with a full-time equivalent supervisor at each location.
   Timeline: July 1, 1991

3. A guidance counsellor be assigned to each summer school site for the first week of the program at a rate of pay consistent with the instructional rate for qualified teachers.
   Timeline: July 1, 1991

4. An elementary summer school program including Remedial Mathematics Skill Building, Reading Development Skill Building and English As A Second Language be re-introduced. The recommended configuration would entail two sites in the lower city and one in the upper city.
   Timeline: July 1, 1992

Heritage Language Programs

5. The exemplary Heritage Language programming for elementary students be maintained.
   Timeline: On-going.

6. The opportunity for secondary school students to obtain third language credits at summer school and/or night school be made available under the new Ministry of Education's International Language guideline.
   Timeline: Effective September 1, 1991.

Evening School Credit Program

7. The average class size of evening school credit courses be established at twenty-four (24) with a minimum class size of fifteen (15).
   Timeline: September 1, 1991

8. The number of evening school credit sites be maintained at four (4) with one site being for Ontario Academic Credits (OAC)
   Timeline: September, 1 1991.

9. A day time student be permitted to take a night school credit(s) with the permission of his/her day school principal given the following criteria: the course is not available at the day school; or the course is not accessible in the student's timetable; or the student is taking his/her last credit; or there are exceptional circumstances requiring special consideration.
   Timeline: September, 1991.

English As A Second Language Adult Programs

10. Given the current rate of immigration, there is a need to develop a comprehensive plan to raise community awareness of the availability of credit and non-credit courses offered by this Board.
    Timeline: Effective immediately.

11. The number of day time and evening Adult English Second Language locations throughout the community be expanded on a cost recovery basis. Initial new proposed locations to be identified by November 1991.
    Timeline: January 1992 implementation.

12. An adult Assessment Centre be established to deal with the assessment and placement of Adult English Second Language clients on a continuous intake basis.
    Timeline: January, 1992.

Adult Day-School Credit Program

13. The current practice of allocating staff for adult lines be continued and that the norm for class size be established at twenty (20) students; however, in initiating a new course the minimum class size be established at fifteen (15) students.
    Timeline: September 1, 1991.

14. Adults be encouraged to take at least two credits concurrently.
    Timeline: September 1, 1991.

15. Opportunities be increased to allow adult learners the possibility of taking academic credits in regular secondary school settings. Where possible this should be in adult dedicated sections but comined with regular day school students where necessary
    Timeline: On-going

Adult Basic Education Programs (A.B.E.)

16. It is expected that Adult Basic Education (A.B.E.) programs will be established on a cost recoverable basis in terms of salaries and instructional supplies.
    Timeline: On-going.

17. The start-up expectations for an A.B.E. class should be established at a minimum of eight (8) students and a maximum of (10) on the fourth (4th) class of the session.
    Timeline: Effective September 1, 1991.

18. Additional A.B.E. sites be established in the east end of the lower city and where possible, sites be situated in close proximity to the availability of grade nine (9) and ten (10) core credit programs.
    Timeline: November 1, 1991

General Interest Courses

19. It is expected that the fee structure for General Interest Courses be established on a cost recoverable basis in terms of salaries and instructional supplies and that the number of sessions being offered be reduced from three shorter sessions to two longer ones.
    Timeline: On-going.

20. The average class size by centre for General Interest Courses be established at sixteen (16) with a minimum class size of twelve (12).
    Timeline: Effective September 1, 1991.

21. The number of evening locations for General Interest Courses be reduced from nine (9) to eight (8) with the closing of the Sir Winston Churchill site.
    Timeline: Effective September 1, 1991.

22. Additional daytime sites for General Interest Courses be established in the east end of the lower city. *(See Appendix C)*
    Timeline: September 15, 1991.

Correspondence/Self-Study Credit Programs

23. The existing program for Correspondence/Self-Study at the Southview and McIlwraith Adult Learning Centre be re-structured.
    Timeline: July 1, 1991

24. Sufficient staff be employed through the summer in order to provide program continuity for those adults wishing to pursue existing career goals.
    Timeline: July and August, 1991.

25. No Ontario Academic Credits be offered in this program.
    Timeline: September 1, 1991.

26. Alternative and/or supplementary curriculum materials be sought or developed which will address the wide variety of adult learners' needs and learning styles.
    Timeline: Initial exploration of feasibiltiy by March, 1992.

27. Adults entering this program be strongly encouraged to take a credit or half-credit in "Personal Life Management" under the Guidance 1984 guideline.
Timeline: September 1, 1991.

Global Recommendations

28) An overall philosophy and mission statement be established for each program under the Adult and Continuing Education umbrella within the framework of the Board's Mission and Vision Statements.

Timeline: Fall 1991.

29) Every effort be made to facilitate an atmosphere of co-operation among the three Boards of Education, Mohawk College and various community agencies as it relates specifically to Adult and Continuing Education.

Timeline: On-going.

30)An Advisory Council made up of community representatives, Trustees and Board Officials be established to advise on the development of Adult Education programs.

Timeline: Spring, 1991.

31) Strong initiatives be developed related to staff development activities for those employees engaged in the teaching of adults across the many program offerings of this Board.

Timeline: Fall, 1991.

32) The Fairview Adult Learning Centre be closed and existing programs housed at alternative sites.

Timeline: June 30, 1991.

33) An Adult Learning Centre be established for the purpose of offering A.B.E., E.S.L. and General Interest Courses in the facility presently known as Briarwood Secondary School.
Timeline: January 1, 1992.

34) An "Adult Assessment" component be established as part of the mandate for the Briarwood Adult Education Centre in order to deal effectively with the assessment, placement, orientation and program needs unique to adult learners.

Timeline: January 1, 1992.

35) The Adult and Continuing Education Department be restructured in order to accommodate the effective operation of the program as defined in this report. Further that the present role of Consultant be changed to Administrator of Adult Centres and the role redefined in keeping with the new set of responsibilities. The job of Administrative Assistant (non academic) be advertised to replace the job of Coordinator of Continuing Education.

Timeline: Effective September 1, 1991

36) A longitudinal study be established by the Adult and Continuing Education Department in conjunction with the Research Department to ascertain those factors which contribute to the high attrition rates for night school, adult day school and summer school programs.

Timeline: October, 1991

37) It is recommended that an annual report be prepared each April providing the Senior Administration and Trustees with an ongoing update regarding the overall effectiveness and economic viability of each of the programs within the Adult & Continuing Education Department.

Timeline: Ongoing effective April, 1991

38) The Principal ensure that for any credit program offered, Ministry of Education and Board guidelines for instruction and evaluation are followed.

Timeline: On-going

39) The Principal of Adult and Continuing Education develop a plan with the Assistant Superintendent of Program to provide the necessary curriculum support for credit courses offered under the auspices of the Adult and Continuing Education Department.

Timeline July, 1991

40) Specific plans be developed to actively communicate to the public at large the variety of program offerings and modes of delivery available to them through the Board of Education for the City of Hamilton.

Timeline: July, 1991

Summary of Budget Reductions Related To Recommendations

	1991 Present Budget Line 1	1991 Proposed Budget Line 1	Net Saving After Grant 1991 Budget	Net Saving After Grant Annual
Summer School Credit	$ 395,000	$ 289,000	$ 47,600	$ 47,600
Evening School Credit	$ 538,247	$ 474,474	$ 7,000	$ 45,000
Fairview McIlwraith Southview Credit/A.B.E.	$ 147,062 $ 1 52,202 $ 431,682	$ 98,462 $ 128,202 $ 256,000	$ 48,600 $ 15,600 $111,100	$147,062 $ 39,000 $175,682
	$1,664,193	$1,246,138	$229,900	$454,344

Additional Reductions

1) Recommendation #19 in General Interest section indicates a further cost saving of **$200,000** on an annualized basis, with a saving in the 1991 budget of approximately $85,000.00

Summary of Budget Increases related to Recommendations

1) Recommendation #3 in Summer School Programs refers to the salaries for two guidance teachers for a one week cost - $1,529.00.

2) Recommendation #35 in Global Recommendations refers to the appointment of an Administrative Assistant with an annual salary range $37,498 - $40,198
The salary costs for September to December 1991 - $12,490.00.

Introduction

The Mission Statement of the Hamilton Board of Education is "To educate children and adults to enable them to enjoy as creative contributing, responsible members of society". As such it is essential to provide a spectrum of opportunities for adult learners in this community as well as the young people we serve. This range of opportunities spans the mandate of the Continuing Education Department from General Interest Courses to Adult Credit; from Adult Basic Education to English as a Second Language *(See Appendix B)*

Following a review of the pertinent literature, the Action Team interviewed personnel within our Board both at the supervisory and practitioner level. A considerable analysis was undertaken regarding statics, operational costs and the grant structure. Following this the Action Team held a symposium involving several other Boards and the Ministry of Education. This was followed up by visits to a number of sites identified through the symposium process.

In developing its analysis the Team was committed to the two key elements of its mandate that being to recommend a delivery model for the future which was both financially responsible and educationally sound. The recommendations contained within this report attempt to create a program which will be beneficial to the wide range of clientele while at the same time demonstrating a strong commitment to fiscal responsibility.

SUMMER SCHOOL PROGRAMS

The Summer School Credit Program provides an opportunity for secondary school students to: earn a new credit, repeat an unsuccessful course or to transfer to the advanced or general level. These programs are presently offered at Scott Park, Sherwood and Sir Allan MacNab Secondary Schools.

As presently structured, these programs traditionally operate at a substantial deficit. The following recommendations would make these programs more economically viable without having a major detrimental impact on program offerings for our students.

1) ***Recommendation:***
The average class size of summer school secondary school credit courses be established at twenty (20) with a minimum class size of fifteen (15); however where a course has implications for graduation, the principal of Adult and Continuing Education be permitted to use his/her discretion related to the course offering.

Rationale:
The program becomes more cost accountable as a result. In the summer of 1990, the number of credit classes offered with an enrollment of under fifteen (15) students was 75.

Implications:
Given the criteria of the recommendation it is foreseen that a substantial number of classes would not operate in 1991. Every effort would be made to combine classes in one or the other sites in order to provide as full a range of programs and flexibility to the students as possible. Nonetheless, there would likely be some reduction in course offerings and some students would be required to attend a school outside their general community. This is not an unusual scenario in other Boards.

Cost Implications: A net savings of approximately $38,000.00 is projected.

Timeline: July 1, 1991

2) ***Recommendation:***
The number of summer school sites be reduced from three (3) to two (2) with a full-time equivalent supervisor at each location.

Rationale:
With fewer classrooms needed, a consolidation of sites is possible. Further, the enrollment in summer school in recent years has been declining as opposed to increasing (1986 - 2,222 to 1990 - 1,982).

Implications:
It will make the program more cost effective.

Cost Implications: The projected savings in administrative salaries would be $9,600.00.

Timeline: ***July 1, 1991***

3) ***Recommendation***
A Guidance Counsellor be assigned to each summer school site for the first week of the program at a rate of pay consistent with the instruction rate for qualified teachers.
Rationale:
A guidance teacher on site might help address individual student needs and possibly help reduce the high attrition rate normally associated with summer school.

Implications:
The cost increase resulting from the additional salary paid, might be offset by the anticipated improvement in the retention rate.

Cost Implication: The salaries for two guidance teachers for one week would be $1,529.00

Timeline: ***July 1, 1991***

4) ***Recommendation:***
An elementary summer school program including Remedial Mathematics Skill Building, Reading Development Skill Building and English As a Second Language be re-introduced. The recommended configuration would entail two sites in the lower city and one in the upper.

Rationale:
The Summer Skill Program for elementary pupils ceased to exist in 1989 after more than twenty (20) years of continuous operation. Previously the program focussed on elementary students who were too young for employment and too old to participate in playground activities (grades 6, 7 and 8). The program involved academic remediation and many interest and physical skills courses.

Presently in this board, there are courses available for adults and secondary school students but nothing available for elementary students. The nature of the program being suggested here is in keeping with the programs offered by the Halton, Hamilton-Wentworth Roman Catholic Separate, London, Scarborough, Peel and other Boards of Education.

Implications:
This program would be preventative in nature and assist students in skill building in the short term as well as possibly helping with long term retention. In addition, it would provide remedial and E.S.L. programs for the ever-increasing numbers of immigrant students.

Cost Implications: The expenditures for teacher salaries, instructional supplies and administrative costs would be largely offset by the available grants. A class of sixteen (16) students would virtually make the program cost recoverable. Detailed costing to be part of the 1992 budget projections.

Timeline: *July 1, 1992*

HERITAGE LANGUAGE

The legislation has mandated Heritage Language classes for elementary students in after school hours. They are non-credit and must be offered when a community group with a class of 18 students makes the request.

5) *Recommendation:*
The exemplary programing for elementary students be maintained.

Rationale:
The Hamilton Board needs to maintain this service to the community.

Implications:
Continue to address the multicultural needs of the community.

Cost Implications: This program is completely cost recoverable through the grant structure.

Timeline; *On-going*

6) *Recommendation:*
The opportunity for secondary school students to obtain third language credits at summer school and/or night school be made available under the new Ministry of Education's International Language guidelines.

Rationale:
There is growing interest in the community to take advantage of the opportunities afforded under the new guideline. This would be especially true given the successful non-credit elementary Heritage Language Program presently in place.

Implications:
These courses should only be offered where curriculum support materials exist, qualified instructors are available and where interested numbers meet the criteria for minimum class sizes for summer school and night school credit courses.

Cost Implications: Identical to summer school and night school credits as identified; however, given the likelihood of higher retention rates, it is projected that these courses would be virtually cost recoverable.

Timeline: ***September 1, 1991***

EVENING SCHOOL CREDIT PROGRAM

The Adult and Continuing Education Department offers a variety of evening courses throughout Hamilton. Presently there are 4 locations with 2 semesters at each site; Delta, Scott Park, Westdale and Westmount Secondary Schools.

The Ministry of Education uses a complex formula to arrive at grants to Boards for these courses. Therefore, no tuition fees can be charged. A returnable deposit can be charged for texts. Because attendance is one of the factors used in the Ministry formula, it is impossible for these courses to be cost recoverable. The best a Board can presently do is to minimize the impact of poor attendance and dropouts from these credit courses.

As a result, these programs traditionally operate at a substantial deficit. The following recommendations would reduce this deficit significantly without having a major detrimental impact on program offerings.

7) *Recommendation:*
The average class size of evening school credit course be established at twenty-four (24) with a minimum class size of fifteen (15).

Rationale:
Having a higher maximum beginning figure will mean realistic class sizes for the duration of a course in spite of later "no shows and dropouts". These numbers compare favourably with other comparable Boards such as London, Windsor, Hamilton-Wentworth Roman Catholic Separate, Etobicoke, Halton and Durham.

Implications:
As indicated, the Ministry of Education uses a complex formula to determine grants for evening courses. A concept entitled "full time equivalent pupils" is part of this formula. Larger beginning class sizes should lead to a great number of full time equivalent pupils and hence better financial grant returns.

Given the criteria of the recommendation it is foreseen that a substantial number of classes would not operate in 1991. Every effort would be made to combine classes in one or the other sites in order to provide as full a range of programs and flexibility to the students as possible. Nonetheless, there would likely be some reduction in course offerings and some students would be required to attend a school outside their general community. This is not an unusual scenario in other Boards.

Cost Implications: It is estimated that this action would reduce the deficit for this program by approximately $45,000.00.

Timeline: *September 1, 1991*

8) *Recommendation:*
The number of evening school credit sites be maintained at four (4) with one site being for Ontario Academic Credit (O.A.C.)

Rationale:
Geographically, this model addresses the various areas of the city. Also, clustering the O.A.C.'s in one site helps to maintain a wider variety of course selection.

Implications:
The 4 school semestered model should help in terms of recommendation #1 (retention) and recommendation #2 (class size). To expand beyond that would hinder the implementation of these recommendations.

Cost Implications: None

Timeline: *September 1, 1991*

9) *Recommendation:*
A day-time student be permitted to take a night school credit(s) with the permission of his/her day school principal given the following criteria: the course is not available at the day school; or course is not accessible in the student's timetable; or the student is taking his/her last credit; or there are exceptional circumstances requiring special consideration.

Rationale:
Far too often, some students overload themselves by adding an extra subject to their already full timetable. Such a decision affects both their night school course and their day school work.

On the other hand, students who cannot access courses at their home school because of timetable conflicts might be able to solve the same with a night school course.

Implications:
Each day school student's request to attend night school would be judged on its individual merits.

Cost Implications: None

Timeline: *September, 1991*

ENGLISH AS A SECOND LANGUAGE ADULT PROGRAMS

Adult E.S.L. students wish to enter secondary school in Hamilton for many reasons: some have completed most of their secondary education in their own country and wish to upgrade their English as part of their O.S.S.D. requirements; some are graduates in their own countries who need experience in content subjects as well as E.S.L. at an advanced level for post secondary admission requirements; some adults are just beginning to learn English and require intensive language programming at the non-

credit level; others who have limited literacy in their first language require extensive upgrading and/or remediation.

The "Tri-Board Adult Learner Survey of 1989" provides the following profile of the adult E.S.L. student:

- More females than males enrol in E.S.L. programs (59% to 41%);
- 39% of E.S.L. students are between 26 and 35 years of age;
- E.S.L. students tended to have a higher level of education than adult students in other Continuing Education programs;
- 50% of E.S.L. students are looking for new or better jobs.

The Ministry grants for E.S.L. non-credit programs allows for this program to be totally cost recoverable. Given the ever increasing need in this community, it is certainly economically viable to expand our existing operation.

10) ***Recommendation:***
Given the current rate of immigration, there is a need to develop a comprehensive plan to raise community awareness of the availability of credit and non-credit courses offered by this Board.

Rationale:
In 1988-89, 103,985 immigrants came to Ontario. It is projected that in 1990-91 up to 4,000 to 4,500 immigrants will find their way into the Hamilton area. This is expected to be swelled by an additional 3,500 to 4,000 in 1991-92. Clearly the trend will continue to accentuate the existing need.

Implications:
In this Board E.S.L. credit programming has been generally for high school students. Numbers and space have simply dictated this reality. Adult students are frequently referred to other programs in the community at a considerable cost to the student. For example, twenty (20) sessions at Mohawk cost $86.00. Despite this, there is generally a waiting list for admission. Further, adult students wishing to pursue E.S.L. credits must take courses that lead to a secondary school graduation diploma.

Cost Implications: Incorporated into existing advertising budget.

Timeline: ***Effective immediately.***

11) ***Recommendation***
The number of day-time and evening Adult English Secondary Language locations throughout the community be expanded on a cost recovery basis. Initial proposed locations to be identified by November 1991.

Rationale:
At this point the most eastern location in the lower city is the Y.W.C.A. on Ottawa Street. There are no E.S.L. non-credit locations in the upper city at this time. These courses will be needed throughout the day. The Tri-Board Learner Survey indicated the following preferences; A.M. - 60%; P.M. - 39%; Evening - 35%.

Implications:
To not expand our existing programs is to ignore a critical need within the community.

Cost Implications: Program is cost recoverable.

Timeline: *January, 1992 Implementation.*

12 *Recommendation:*
An adult assessment centre be established to deal with the assessment and placement of Adult English Second Language clients on a continuous intake basis.

Rationale:
Sir John A. Macdonald and Scott Park Secondary Schools serve as assessment centres for students seeking entry to E.S.L. programs. These two schools at present are operating at capacity in accommodating our assessment needs. A facility that would have continuous intake could provide services including education counselling to entire families is required. Since prospective students arrive in Hamilton at all times during the year, we need a facility capable of accommodating continuous student intake without creating waiting lists.
Secondary School students who arrive in Hamilton while a credit course is in progress must wait at present for the beginning of a new semester. These young people would benefit from E.S.L. non-credit classes during this transition period in their education. Beginning to learn English in the company of the whole family makes the transition easier.

Implications:
To maintain this service to the community, it is expected that this will initially require the services of one full-time guidance counsellor with E.S.L. diagnostic skills.

Cost Implications: The revenue generated by this program would more than cover the cost of this additional personnel.

Timeline: *January 1992*

ADULT DAY-SCHOOL CREDIT PROGRAMS

Over the past six years, at the urging of both school Boards and Teachers' Federation, adults have returned to take high school credit courses in Hamilton. Within the adult population there are several groupings who can be identified by the reasons that they have returned to a secondary school setting.

- To seek credit toward a diploma.
- To upgrade previously attained credits for possible post secondary admission.
- To upgrade skills to meet the needs of the contemporary workplace.
- To acquire specific skills for personal or general interest. A credit is earned but is not a priority.
- For personal quality of life, and social reasons.

In the Composite schools of the Hamilton Board of Education, in semester two of the 1990-1991 school year, there are 939 adults in 51 "stand-alone" classes and in 11 "stacked" classes. The average "stand-alone" class size is a little over 17 students, with a similar overall average in the "stacked" classes. In the Vocational schools, there are a

limited number of adult registrants, most of whom are integrated in regular classes. There are two "stand-alone" classes at Ainslie Wood, each with 20 students enrolled. A similar situation was in place in semester one.

The two subject areas which draw the highest numbers of enrollments are business, especially computers, and technological studies. More than two-thirds (2/3) of adult registrants take business courses and close to one quarter take technological courses. The rest are spread in varying degrees over the other secondary school subject areas including Co-operative Education.

Boards of Education receive the same grant money for adults in day school classes as they do for adolescent learners. It is interesting to note that the grant for an adult (or any student) taking an average of one class a semester is one quarter the grant for an adult (or any student) taking two or more credits per semester. Of the 939 adults registered in our schools at this time, 362 adults are registered for one credit, while 653 (64%) are taking two or more.

The situation as of September 30 was much the same with 570 of 953 adults registered in two or more classes. (60%)

13) ***Recommendation:***
The current practice of allocating staff for adult lines be continued and that the norm for class size be established at twenty (20) students; however, in initiating a new course the minimum class size be established at fifteen (15) students.

Rationale:
It is impossible to justify the number of teaching lines for September based on the registrations obtained in the previous Spring. Experience has shown, however, that a combination of historical evidence and the principal's sound judgement have proven to be reliable.

Most adults select "general" level courses, which have a component staffing factor of 24. This recommendation of 20 students recognizes the wide diversity of student needs which require teacher attention.

Implications:
This recommendation recognizes that adults often have difficulty engaging in the long term planning that the normal "option sheet" process would require.

The normal process of consultation between principal and superintendent will ensure viable class size.

Cost Implications: The cost saving, using the criteria as outlined, will result in a cost savings of approximately $8,000.00 to $10,000.00 per line saved.

Timeline: ***September 1, 1991.***

14) ***Recommendation:***
Adults be encouraged to take at least two credits concurrently.

Rationale:
The net cost to the board when a student takes a single credit per semester is much greater per credit than if the student selects two credits per semester and can be counted as a full-time student.

Even so, a small deficit results, but this is much smaller than the cost of educating

a student in a full-day program. This deficit recognizes that the board does have some financial obligation toward fulfilling its mission of serving life-long learning.

Implications:
Approximately one-third (1/3) of adult students are now taking only a single credit. If half of these students were to move to two credits, the board's deficit would decrease by over $20,000.

Cost Implication: Net reduction in deficit for "adult" lines.

Timelines: ***September, 1991***

15) ***Recommendation:***
Opportunities be increased to allow adult learners the possibility of taking academic credits in regular secondary school settings.

Rationale:
It is critical that given the interest in life long learning, training and retraining that every effort be made to provide a full range of opportunity for the adult learner including day-time programs in local secondary schools.

Implications:
The availability of space in regular secondary schools to accommodate adult dedicated lines and classroom space.

Cost Implications: Short Term - None. Long Term - Requires further study.

Timeline: *On-going*

ADULT BASIC EDUCATION PROGRAMS

The related courses and programs are designed to enable functionally illiterate adult students who require individual assistance in English and mathematics (grade 2-8) to acquire the knowledge and skills of literacy (reading and writing) and numeracy (arithmetic, measurement, geometry and problem solving) that are required to function in society or to enter the next level of education (i.e., Secondary School credit courses).

This segment of adult learners attends primarily to upgrade basic skills, build confidence and learn social and life skills.

16) ***Recommendations:***
It is expected that Adult Basic Eduction (A.B.E.) programs will be established on a cost recoverable basis in terms of salaries and instructional supplies.

Rationale:
Grant income for A.B.E. classes is dependent upon student attendance, although a major problem is the high degree of student absenteeism. With an effective teacher and judicious use of the flexible grant provisions, these classes are capable of being cost recoverable.

Implications:
With the probability that this program is at least cost recoverable, the cost should not be a significant factor in expanding the program to meet community needs.

Cost Implications: The positive grant structure allows this program to be at least cost recoverable.

Timeline: *Ongoing*

17) *Recommendation:*
The start up expectations for an A.B.E. class should be established at a minimum of eight (8) students and a maximum of ten (10)

Rationale:
Judicious use of the grant procedures will maximize Board revenue and meet the spirit of the recommendation.

Implication:
From a teaching point of view this is a reasonable class size for adult learners allowing for good group dynamics and adequate learner-instructor contact.

Cost Implication: At minimum this would allow each such class to be cost recoverable.

Timeline: *Effective September 1, 1991*

18) *Recommendation:*
Additional A.B.E. sites be established in the east end of the lower city and where possible, these sites be situated in close proximity to the availability of grade nine (9) and ten (10) core credit programs.

Rationale:
Almost one in five adults in Ontario does not have the basic education required for entry into apprenticeship programs, skill training courses and many types of employment. According to various government and social agencies (Social Planning and Research Council Report 1981) it is estimated that there are over 50,000 functionally illiterate adults residing in the Hamilton Region. This number when compared to the number of adults enrolled in A.B.E. courses shows a large potentially untapped market. As the number of A.B.E. programs grow and potential participants become aware of them, the requests for additional programs will increase.

To meet ongoing educational needs the proximity of A.B.E. and credit course permit an easier physical and psychological transition for an insecure learner to move into a high school credit program.

The lack of available programs in the east end of the city needs to be addressed.

Implications:
Significant planning in conjunction with Superintendents of Schools, the Research Department and Community Organizations will be required.

Cost Implications: Programs meeting the identified criteria will be cost recoverable.

Timeline: *November 1, 1991*

GENERAL INTEREST COURSES

The Adult and Continuing Education Department offers a variety of general interest day and evening classes throughout Hamilton. Presently there are 4 day locations and 9 evening locations. *(Appendix B)*

Day	• Allenby	*Evening*	• Sir Winston Churchill
	• Southview		• Delta
	• Vincent Massey		• Glendale
	• Fairview		• Sir John A. MacDonald
			• Scott Park/Parkview
			• Westdale/ Ainslie Wood
			• Barton
			• Hill Park/Crestwood
			• Westmount/Westview/Caledon

There are 3 terms presently	• Fall	- 10 weeks
	• Winter	- 8 weeks
	• Spring	- 8 weeks
The costs vary	3.0 hours	- $51.00 plus G.S.T.
	2.5 hours	- $42.50 plus G.S.T.
	2.0 hours	- $34.00 plus G.S.T.

19) ***Recommendation:***

It is expected that the fee structure for General Interest Courses be established on a cost recoverable basis in terms of salaries and instructional supplies and that the number of sessions being offered be reduced from three (3) shorter sessions to two (2) longer ones.

Rationale:

This would bring the General Interest Course costs into line with other Boards of Education and other Organizations in the Hamilton Area offering courses of a similar nature. This Board is fortunate in having such a large number of senior citizens involved in its General Interest Courses; however, the ratio of general public to senior citizens of 4 to 1 has some very distinct cost implications. As a result it is not considered feasible to continue to offer the program at a cost of $10.00 per senior per course.

Certain courses are more demanding in terms of materials costs and equipment use. As a result a premium cost should be established to compensate for the use of the heavy capital equipment in these areas. Further in all courses a material fee charged must cover market prices for materials purchased by the Board so that no loss is incurred.

Implications:

There would be a substantial increase in cost to the public; however, part of what appears to be a dramatic cost increase is reflected in the fact that the courses have been extended by two weeks. The 80 cents per hour increase still leaves this Board's fees below that of other institutions in Hamilton. With increases as identified, all Interest Courses would be cost recoverable. *(See Appendices C to E)*

The change in course length would organize the General Interest Courses into two sessions in a semestered format which is more in keeping with the structure of the credit program. The two, twelve week sessions would be more cost effective in that it would eliminate the third spring session which traditionally has had a significantly smaller enrollment. This would result in savings of an estimated $20,000 due to the reduction in advertising and administrative costs. If the public is aware "up front" that there are only two sessions available in which to complete their project, the course could be organized accordingly. The total loss to anyone presently taking the full three sessions would be a total of two weeks.

Cost Implicatons: By making the program cost recoverable, the annualized savings would be approximately $200,000.00 with a saving on the 1991 budget of approximately $85,000.00.

Timeline: ***On-going***

Title: Comparing to present 10 wk. session to the proposed 12 wk. session	Present Length	Present Cost Per Hour	Present Cost for 30 Hours	New Length	New Cost Per Hour	New Cost for 36 Hours
General Public (Ham.)	10 weeks (30 hours)	$1.70	$51.00	12 weeks (36 hours)	$2.50	$90.00
Seniors (Hamilton)	10 weeks (30 hours)	$. 33	$10.00	12 weeks (36 hours)	$1.25	$45.00
Non Resident Public	-------	-------	-------	12 weeks (36 hours)	$3.00	$108.00
Non Resident Seniors	-------	-------	-------	12 weeks (36 hours)	$1.50	$54.00
Premium Courses General Public	-------	-------	-------	12 weeks (36 hours)	$3.00	$108.00
Seniors	-------	-------	-------	12 weeks (36 hours)	$1.50	$54.00
Non Resident	-------	-------	-------	12 weeks (36 hours)	$3.50	$126.00
Non Resident Senior	-------	-------	-------	12 weeks (36 hours)	$1.75	$53.00
NOTE: ••G.S.T. not included • where applicable, additional material fees are extra						

20) ***Recommendation:***

The average class size by centre for General Interst Courses be established at sixteen (16) with a minimum class size of twelve (12).

Rationale:

This number would allow a balance of general public and seniors based on a 4 to 1 ratio and make the course cost recoverable.

Implication:
The average class size concept by centre gives the Supervisor the discretion to adjust class sizes while the minimum class size figure assures the cost recoverability of the program.

Cost Implication: None. In keeping with cost recovery definition as outlined in recommendation #19.

Timeline: *Effective, September 1, 1991*

21) *Recommendation:*
The number of evening locations for General Interest Courses be reduced from nine (9) to eight (8) with the closing of the Sir Winston Churchill site.

Rationale:
Given the General Interest enrollment throughout the city the present eight locations with the exception of Sir Winston Churchill are warranted.

Implication:
Those people previously attending Sir Winston Churchill would be able to obtain the same courses in other locations.

Cost Implication: There would be an annualized reduction of approximately $6,600.00, due to reduction in administrative salaries. The reduction in the 1991 budget would be $3,560.00

Timeline: *Effective, September 1, 1991*

22) *Recommendation:*
Additional daytime sites for General Interest Courses be established in the east end of the lower city.

Timeline: *September 15, 1991*

CORRESPONDENCE/SELF-STUDY CREDIT PROGRAM

Students selecting the self-study program are a very diverse group. Some have employment or personal responsibilities which do not allow them to attend a regularly scheduled program. Others have difficulty accepting the structure and the pressure of a "regular" program in large-group settings. Many have an educational background lacking in success, and are seeking the support and the security of a very flexible and "non-traditional" educational environment. Generally, they tend to be an older group--an average of about thirty years, with ages ranging from the teens up to seventy years of age. many of these people face a variety of physical, emotional, social and economic challenges.

The program is based upon students completing the lessons obtained from the Independent Learning Centre of the Ministry (i.e., "correspondence" courses). Courses are offered in a range of subjects including Grade 9-O.A.C. in English and Mathematics, and a variety of Business, History and Science courses. The program is offered in two locations--Southview and McIlwraith Learning Centres--but there is no east-end location. It runs during the day and most evenings and throughout the year (for 46 weeks.). Students are free to attend when they choose, but there is a requirement of 2

1/2 - 3 hours attendance per week. The latter is a unique feature of this program relative to similar programs in other Boards.

Students work individually and at their own pace, with heavy reliance on print materials. Teachers serve as both tutors and markers and, in addition, create resource materials, administer exams and provide frequent counselling.

There are approximately seven full-time equivalent teachers in the program. Although many of the staff are on part-time duties, all are non-tenured, hourly-rated, certificated teachers and members of O.S.S.T.F.

The program is funded by Ministry grants on the basis of lessons marked, currently $12.19 per lesson. In 1990, approximately 6,400 lessons were marked resulting in some $78,000 in grants. To cover instructional salaries, lesson "production" would have to average 2.5 per teaching hour, whereas the current rate is just under one per hour. As a result the program is running a deficit of approximately $200,000 per year.

23) ***Recommendation:***
The existing program for Correspondence/Self-Study at the Southview and McIlwraith Adult Learning Centres be re-structured.

Rationale:
The existing program, although providing a very valuable service to this clientele is not cost responsible given the Ministry grant structure. In essence, this program goes well beyond the mandate of correspondence type credit programming. The expectation of having students attend 2 1/2 to 3 hours per week employing four (4) full-time teachers is simply not viable; however, there is a need to provide tutorial support beyond the minimum mandate. Without such support, this clientele, in the main, would not likely be successful.

Therefore, a restructuring of the program which reduces the teaching hours, particularly at low demand periods; provides for different marking expectations; encourages students to submit assignments on a more regular basis; and consolidates the course offerings is absolutely essential.

All of this can be accomplished while still maintaining a quality, albeit different, program.

Implications:
These strategies will reduce but not eliminate the present nurturing supportive nature of this program. It is nonetheless imperative that administration and staff develop new means to assist this particular clientele.

Cost Implications: This restructuring would reduce the annual operating deficit of this program from approximately $200,000.00 to approximately $26,000.00. This would amount to a savings of $72,000.00 in the 1991 budget year.

Timeline: ***July 1, 1991***

24) ***Recommendation:***
Sufficient staff be employed at Southview through the summer in order to provide program continuity for those adults wishing to pursue their existing program goals.

Rationale:
There is some evidence to suggest that a twelve month operation may not be a necessity. This requires further analysis. Therefore, in the interim it would be advisable to maintain a modified structure during the summer of 1991 in order not to impede peoples' planning related to their educational goals.

Implications:
Allows for program continuity with minimum cost implications.

Cost Implications: The existing program operated in the summer of 1990 at a cost of $47,000.00. The suggested restructuring of the program would be at cost of approximately $7,900.00 thus saving $39,100.00, in the 1991 budget.

Timeline: *July and August, 1991*

25) *Recommendation:*
No Ontario Academic Credits be offered in this program.

Rationale:
A student capable of taking an O.A.C. should be ready to be integrated into regular classes in the neighbourhood composite secondary school. In addition this helps ensure program continuity and program integrity.

Implications:
This may reduce the appeal of taking an O.A.C. for some adults.

Cost Implications: None

Timeline: *Effective, September 1, 1991*

26) *Recommendation:*
Alternative and/or supplementary curriculum materials be sought or developed which will address the wide variety of adult learners' needs and learning styles.

Rationale:
Ministry of Education Independent Learning Centre materials are highly print-oriented and addressed to the individual learner in isolation. There is a need to examine how the broader curriculum goal and individual learning styles needs to be addressed.

Implications:
The funding implications need clarification if we were to depart sharply from the correspondence/shelf-study mode of delivery.

Cost Implications: There will be additional costs for the development or purchases of these materials.

Timeline: *Initial exploration of feasibility by March 1992.*

27) *Recommendation:*
Adults entering this program be strongly encouraged to take a credit or half-credit in "Career Planning/Life Skills" under the Guidance 1984 guideline.

Rationale:
In view of the nature of many of these clients, and our proposed intent of helping them to attain a credit diploma and to return to the workplace with appropriate

skills, it would be desirable to help them, for example, to improve their study habits, organizational skills and time management.

Implication:
Allows for adult students to more effectively plan their career goals.

Cost Implicaton: Cost recoverable.

Timeline: *September 1, 1991.*

GLOBAL RECOMMENDATIONS

28) Recommendation:
An overall philosophy and mission statement be established for each program under the Adult and Continuing Education umbrella within the framework of the Board's Mission and Vision Statements.

Rationale:
Each of the program offerings within the Adult and Continuing Education Department provides a unique service to a portion of our public at large. Given the specialized nature of the individual mandate it is important that a clear purpose and direction be evident for each program. Therefore a clear vision statement within the framework of the Board's Mission and Vision Statements is most appropriate.

Implication:
This will provide the department with clear direction in each of these areas as well as providing a framework for Program Accountability.

Cost Implication: None

Timeline: *Fall 1991.*

29) Recommendation:
Every effort be made to facilitate an atmosphere of co-operation among the three Boards of Education, Mohawk College and various community agencies as it relates specifically to Adult and Continuing Education.

Rationale:
It is important that a comprehensive series of program offerings be available to the citizens of this community while avoiding duplication among the various Boards, Colleges and Agencies.

Implications:
Comprehensive service without duplication.

Cost Implications: None

Timeline: *On-going.*

30) Recommendation:
An Advisory Council made up of Community Representatives, Trustees, Adult Learners and Board Officials be established to advise on the development of future Adult Education programs.

Rationale:
In order for Adult and Continuing Education programs to be effective, they clearly have to meet the needs of the adult community at large. In order to facilitate needed direction and sound decision making, it is imperative that this department

have an accurate assessment of the needs and developments within the community. An advisory committee made of up of business, labour, social services and government agencies is essential to this kind of strategic and operational planning.

Implication:
This would clearly give an added dimension to the strategic planning and development of specific goals for Adult Education while at the same time extending a sense of ownership and partnership with the community.

Cost Implications: None

Timeline: Spring, 1991.

31) *Recommendation:*
Strong initiatives be developed related to staff development activities for those employees engaged in the teaching of adults across the many program offerings of this Board.

Rationale:
It is very clear from all of the research and literature that the success of any program is directly dependent upon the quality of the instruction. In the same manner that this Board places considerable emphasis on staff development related to pedagogy, i.e., the instruction of young people, there is a need to place a similar emphasis on the need for androgogy, i.e., the teaching of adults. It is important to recognize that the staff development needs of those teaching young people are significantly different than those engaged in teaching adults.

Implication:
This recommendation should be forwarded to the Staff Development Action Team for its consideration in developing the overall Staff Development Directions for this Board.

Cost Implications: Yet to be determined.

Timeline: Fall, 1991.

32) *Recommendation:*
The Fairview Adult Learning Centre be closed and existing programs housed at alternative sites.

Rationale:
The present location of Fairview is not advantageous and presently has a limited number of programs on site. Each of the courses presently being offered at that site could be offered equally effectively at alternative locations.

Implication:
There would be no loss of service to the public in that they could obtain the same program at other locations. The cost savings resulting in this closure could be used more effectively in providing other services to the public.

Cost Implications: The annualized saving of this closure would be approximately $146,000.00 including salaries and operational costs. The savings for the 1991 budget would be $48,600.00.

Timeline: June 30, 1991.

33) *Recommendation:*

An Adult Learning Centre be established for the purpose of offering A.B.E., E.S.L. and General Interest Courses in the facility presently known as Briarwood Secondary School.

Rationale:

As indicated earlier in this report there is a profound need to expand the offerings for Adult Basic Education, Adult Second Language programs and general availability of General Interest courses. In terms of Adult Basic Education, the most recent evidence from the Adult Basic Education Association of Hamilton clearly indicates a profound need for this program and equally importantly the need has specifically identified in the east end of the city. Further, it should be noted that the number of available sites for adult general interest during the day has evaporated considerably with the demands on our day school sites for regular day school programs. As a result the number of available classrooms for adult general interest has diminished significantly. The need for Adult English Second Language classes has been identified in an earlier part of this report.

Implication:

The existing facility at Briarwood is presently unoccupied. It continues to be services in terms of utilities and is an ideal location for these kind of programs given its accessibility by public transportation and parking facilities available. In essence it is prime available space that would be superb for the kinds of programs identified in this recommendation.

Cost Implication: Presently this facility is sitting idle requiring certain utilities to be maintained. The annualized projected maintenance and utilities costs would be $257,000.00 (caretakers and cleaners $181,700.00; utilities $75,300.00). There would be no administrative salary costs as the existing Adult and Continuing Education Department would re-locate from their present offices in the Education Centre. Further, instructional salaries would be cost recoverable as identified in the areas of this report.

Timeline: January 1, 1992.

34) *Recommendation:*

An "Adult Assessment" component be established as part of the mandate for the Briarwood Adult Education Centre in order to deal effectively with the assessment, placement, orientation and program needs unique to adult learners.

Rationale:

It has been ascertained that one of the most critical elements to a successful adult operation in other Boards is the assessment component. Many of the adults entering a program need not only considerable counselling and support but specific direction as to the level of entry as they being either re-entry or re-training. Further, there is a need to develop an assessment component which will assist in identifying individual learning strengths and weaknesses which will assist the instructor in providing the best instruction possible.

Implication:

There is no doubt that such an assessment process will significantly improve the quality of service being provided to our adult learners. In addition an Assessment

Centre will be necessary if we are to obtain the support of the various community organizations and agencies.

Cost Implications: Initially there will no additional cost. The existing staff complement will be able to provide this service; however, depending on the degree of expansion of the program, it will be necessary to consider the long term implications. It should be noted however, that any expansion would result in increased revenues due to the grand structure and in all likelihood our experience would replicate that of other Boards in that the revenues generated would more than cover the cost of this service. Before contemplating any expansion of staff in this area however, a report would be provided to the Trustees identifying the cost and offsetting revenue.

Timeline: January, 1992.

35) Recommendation:

The Adult and Continuing Education Department be restructured in order to accommodate the effective operation of the program as defined in this report. Further that the present role of Consultant be changed to Administrator of Adult Centres and the role redefined in keeping with the new set of responsibilities. The job of Administrative Assistant (non academic) be advertised to replace the job of Coordinator of Continuing Education.

Rationale:

Given the shifts in emphasis, restructuring of the mode of delivery and the anticipated expansion in the cost recoverable areas, a restructuring of the department and the accompanying responsibilities is necessary. Specifically the requirement of a single administrator at the Southview Adult Education Centre will no longer be necessary. Hence the shift in title from Consultant to Administrator of Adult Centres is appropriate. The job of Administrative Assistant is necessary given the scope of responsibilities within the entire department and the pending retirement of the existing Coordinator of Continuing Education.

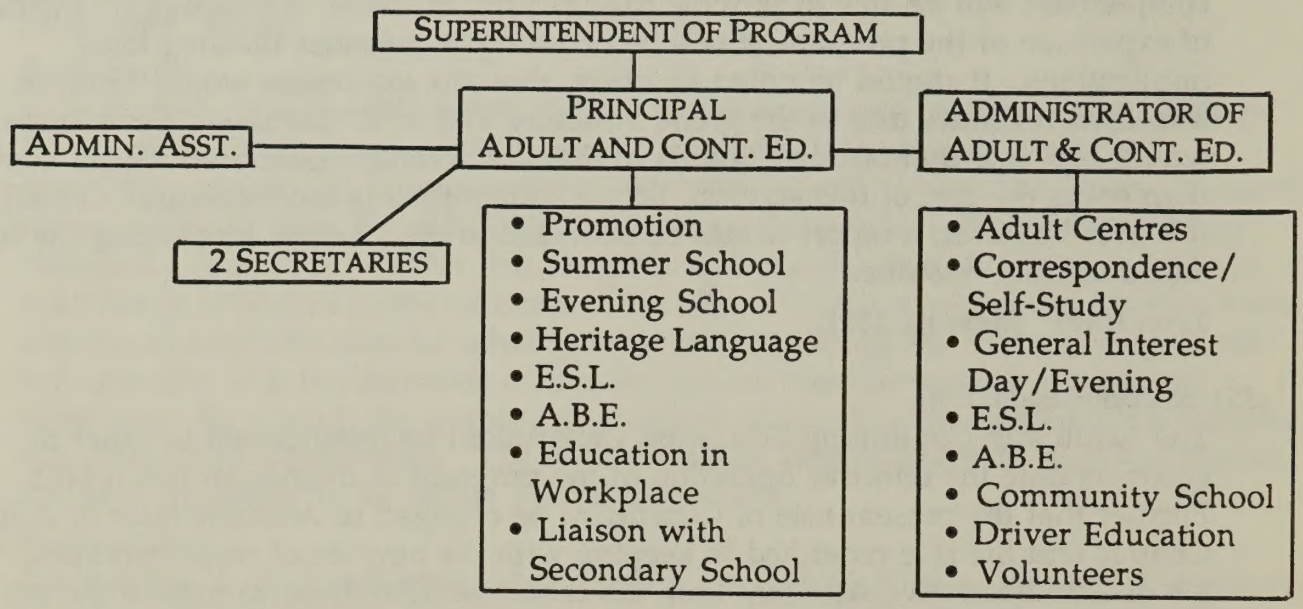
Implications:

This will allow for a more effective operation of the department and in turn permit the Principal of Adult and Continuing Education to deal with the major thrust contained in the recommendation of this report.

Cost Implications: The salary of the Coordinator of Adult and Continuing Education was removed from the 1991 budget effective July 1, 1991 for a cost savings of $37,500.00. It is recommended that this position does not require academic personnel and as a result the recommendation is for the appointment of an Administrative Assistant at an annual salary range of $37,478.00 to $40,178.00. This would result in a salary of $12,490.00 for the 1991 budget year. The net saving on an annual basis of the difference between a Coordinator's salary and an Administrative Assistant's salary would be approximately $35,000.00.

Timeline: Effective September 1, 1991.

ADULT AND CONTINUING EDUCATION DEPARTMENT
PROPOSED ORGANIZATION CHART



36) ***Recommendation:***

A longitudinal study be established by the Adult and Continuing Education Department in conjunction with the Research Department to ascertain those factors which contribute to the high attrition rates for night school, adult day school and summer school programs.

Rationale:

The attrition rates for each of these programs is substantially higher than it is for regular day school programs. Although there are a number of contributing factors to this, it is difficult to determine at this point, which are factors more prevalent and equally importantly how we might deal with the dropout factor. By undertaking a study of this nature we would have better data in which to plan and make decisions. In terms of strategic planning, this kind of information is essential.

Implications:

The data generated would allow for more effective planning and decision making and thus improve our service to the clientele being served by this department.

Cost Implication: At this point there has been no final determination related to specific costs. However; a tracking mechanism could be easily established which would allow existing personnel to obtain the necessary data. It is not anticipated that this would be a voluminous task or would require a great deal of time and effort from the Research Department. What would initially be required is assistance in structuring the means of collecting and analyzing the data.

Timeline: October, 1991.

37) Recommendation:

It is recommended that an annual report be prepared for each April providing the Senior Administration and Trustees with an ongoing update regarding the overall effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department.

Rationale:

In the spirit of program accountability and overall economic viability, there is a need to review annually the nature of the program and an opportunity to confirm or alter existing and future directions.

Implications:

The overall effectiveness of the department will be enhanced.

Cost Implications: Staff time in preparing such a report.

Timeline: Ongoing effective April, 1992

38) Recommendation

The Principal ensure that for any credit program offered, Ministry of Education and Board guidelines for instruction and evaluation are followed.

Rationale:

This is in keeping with the expectations for all Principals under the legislation.

Implication:

This will ensure that the quality and integrity of the credit courses being offered throughout the system will be monitored in a uniform fashion.

Cost Implication: None

Timeline: On-going.

39) Recommendation

The Principal of Adult and Continuing Education develop a plan with the Assistant Superintendent of Program to provide the necessary curriculum support for credit courses offered under the auspices of the Adult and Continuing Education Department.

Rationale:

It is important that there be substantial curriculum support for all credit courses being offered within the Adult and Continuing Education mandate.

Implication:

This will help ensure the necessary degree of uniformity and quality control associated with the credit granting process.

Cost Implications: None. This falls within the mandate of the Program Department.

Timeline July, 1991

40) Recommendation:

Specific plans be developed to actively communicate to the public at large the variety of program offerings and modes of delivery available to them through the Board of Education for the City of Hamilton.

Rationale:
It is necessary to constantly review the effectiveness of the communication to our public regarding the programs being offered. Given the diversity of programs available and the need as identified, it is essential that we continue to find the best possible means of communicating program availability.

Implication:
An improved public awareness of the programs available.

Cost Implication: This will have to be analyzed within the existing framework of the advertising budget.

Timeline: *July, 1991*

CONCLUSION:

The need for a comprehensive adult program serving the full range of needs of this community is evident. There is no doubt that there are a number of excellent elements within our delivery model; however, there remains a need to address those areas which could be improved and those programs which could be made more cost effective without compromising the quality or integrity of the program. Through on-going planning, involving the community itself, it is evident that we can maintain and extend our service level to this community.

ADULT AND CONTINUING EDUCATION ACTION TEAM

Strategic Issue:
There should be an Action Team to develop a comprehensive plan related to all aspects of continuing education services.

Mandate:
The Action Team will review all elements of the present model including :

- Night School
- Summer School
- Correspondence
- Adult Basic Education
- General Interest Courses
- E.S.L. Adult Education
- Organization of the Department.

Process:
The Action Team is expected to

1. Review the current literature and research as to existing exemplary practices as well as future needs particularly related to adult education;
2. Review and compare present delivery models in at least five other comparable Boards;
3. Review the current paper presently before the Ontario Teachers' Federation on Adult Education;
4. Meet with the principal and appropriate staff at Sherwood Secondary School;
5. Meet with appropriate night school and summer school supervisory staff;
6. Meet with appropriate staff at Fairview, McIlwraith and Southview;
7. Interview secondary school principals, department heads and teachers having adult courses presently offered in their schools;
8. Meet with appropriate community members regarding Heritage Language Programs;
9. Provide an opportunity for interested individuals or groups to make a written or oral presentation;
10. Meet with the Action Team for English as a Second Language.

Membership:
The Team should include the following representation:

- Secondary School Vice-Principal (Chair)
- Middle School Principal
- Middle School Guidance Counsellor
- Secondary School Principal
- Secondary School Guidance Counsellor
- Co-ordinator of Adjustment Services
- Two Curriculum Co-ordinators
- Principal of Continuing Education (Resource)
- Other resource personnel as required:
  - Co-ordinator of Continuing Education
  - Canada Employment Centre Personnel
  - Consultant of English as a Second Language
  - Executive Director of Adult Basic Education Association
  - Ministry of Education
  - Hamilton Literacy Council.

Recommendations:
It is expected that the Team will make recommendations regarding the following:

Night School
- Degree of consistency with day school and summer school credits;
- Minimum size class;
- Supervision; i.e., program and administrative accountability;
- Compensation;
- Number of sites;
- Teacher qualifications.

Summer School
- Degree of consistency with day school and summer school credits;
- Minimum size class;
- Supervision; i.e., program and administrative accountability;
- Compensation;
- Number of sites;
- The need for elementary remedial courses;
- Existing credit structure;
- Analysis of the need for grade 9 credit courses;
- Teacher qualifications.

Correspondence
- Alternative grant structures;
- Alternative modes of delivery;
- Supervision;
- Number of sites.

General Interest Courses
- Process for identifying courses to be offered;
- Length of course offering;
- Registration and materials fees;
- Minimum class size.

Adult Basic Education
- Relationship to day school courses;
- Feasibility of an adult education centre(s);
- Education in the work place - shared cost arrangements;
- English Second Language - Adult Learners;
- Special needs of Adult Learners.

Timeline:
It is expected that the team will prepare a Working Paper by April 1, 1991.

Summary Of Present Situation In Adult & Continuing Education (April, 1991)

Locations	Adult Learning Centres	Day Settings	Elementary	Evening	Summer
Programs					
Credit Courses	Southview -- 4 teachers McIlwraith -- 1 teacher	All Composite # Lines _____ Some Vocational # Lines ____		Delta Westdale Westmount Scott Park	Scott Park Sherwood McNab (5 science labs)
General Interest	See Day	Allenby - 6 classes (87 people) Southview - 23 classes (373 people) Vincent M. - 4 classes (42 people) Fairview - 3classes (34 people)	See Day	9 Composite	
Adult Basic Education	Southview - 4 registers Fairview-2 registers McIlwraith-4 registers Mod. ABE at Fairview- 2 registers	See Adult Learning Centre Adult Retraining Centre Cumberland-40 Brampton - 36		Sir John A. MacDonald	See Adult Learning Centres
E.S.L.	See Day	Multicultural (5 classes) Y.W.C.A. (2 classes) James St. Church (2 classes) Circle of Friends (6 classes) Salvation Army (7 classes) S.J.A.M. (1 class) Fairview (2 classes)	See Summer	Scott Park S.J.A.M. Westdale Westmount Barton	Hess Street (non-credit) Scott Park (credit - 2 or 3 classes)
Heritage Language	Southview (2 classes)	S.J.A.M., Hill Park, Southview, Scott Park, S.W.C., Westdale, Temple Anshe Sholm, Orthodox Churck (Greek & Romainian) Latvian Church, Sir W. Laurier, Beth Jacob Sch., Estonian Church	See Day	S.W.C. Serbian Hall	Hess Street

Appendix B

COMPARABLE INTEREST COURSES 1990/91
OFFERED BY COMMUNITY ORGANIZATIONS

	Type (e.g.)	# Sessions	# Hours/ Session	Total Hours	Total Cost	Cost / Hour	Seniors
Hamilton Board of Education	all interest courses	10 10 10	3.0 2.5 2.0	30 25 20	51.00 42.50 34.00	1.70	• Seniors $10
Mohawk College	Adult Guitar	10	1.5	15	37.25	2.50	• Seniors $10 plus lab & materials
	Ceramics	10	3.0	30	69.90	2.33	
Y.M.C.A.	Tai Chi	10	1.0	10	38.00	3.80	
	Ballroom Dance	10	1.0	10	35.00	3.50	Same as regular clients
	Weight Training	20	1.25	25	100.00	4.00	
	Weight Control	19	1.75	33.25	100.00	3.00	
Y.W.C.A.	Gen. Interest (20-30)	12	Varies	Varies	$70-$100	3.00	Membership 7.86 $2.00 to $8.00 each course
Recreation Centres	Aerobics	10	1.0	10	either 64.00 or 20.00	either 6.40 or 2.00	• Membership $44.00 • Seniors: $4.00/Session Fall Session Winter Session Recreation Card is $7 Skate Card is $4

Appendix C

SURVEY COMPARING HAMILTON TO 5 OTHER BOARDS REGARDING GENERAL INTEREST COSTS

	General Interest Cost - Present Situation	*Seniors Cost*	*Future Recommendations*
Hamilton Board of Education	Present 3 Terms 10, 8, 8 weeks $1.70/hr. 3.0 hr - $51.00 + G.S.T. 2.5 hr - $42.50 + G.S.T. 2.0 hr - $34.00 + G.S.T.	$10.00	**Recommended** 2 Terms 12 weeks $2.50/hr - General Public - $90. $3.00/hr - Non Residents - $108 $3.00/hr - Premium courses $108 50% reduction to seniors
Hamilton /Wentworth R.C.S.B.	$30-60 course costs vary $42.80 - computes - 10 sessions	$5.00 discount	- Review Summer 1991 - Considering Economy may have to shorten the length and/or charge more
London B/E	Average $130.00 incl. G.S.T. Course plus materials 6 week courses	No reduction for seniors	- Review completed this year
Windsor B/E	$107./course 20 Ses.- i.e. computer $ 42.80 - tai chi $53.50 - art	No reduction for seniors	- Annual Review each May - Major Review in progress
Etobicoke B/E	6 - 10 week session $30. - $90. depending on length and type of courses	$6.00 per course	- Reviewed 1988-89 - Aiming at cost recoverability - Creasing number of course hours - Not raising course cost
Halton B/E	$80.25 incl. g.S.T. computers (6 wks) 2 1/2 hours/week	50% discount	- Review in last 6 months - Must be cost recoverable - If course runs below costing rate teachers salary compensates for course deficit

Appendix D

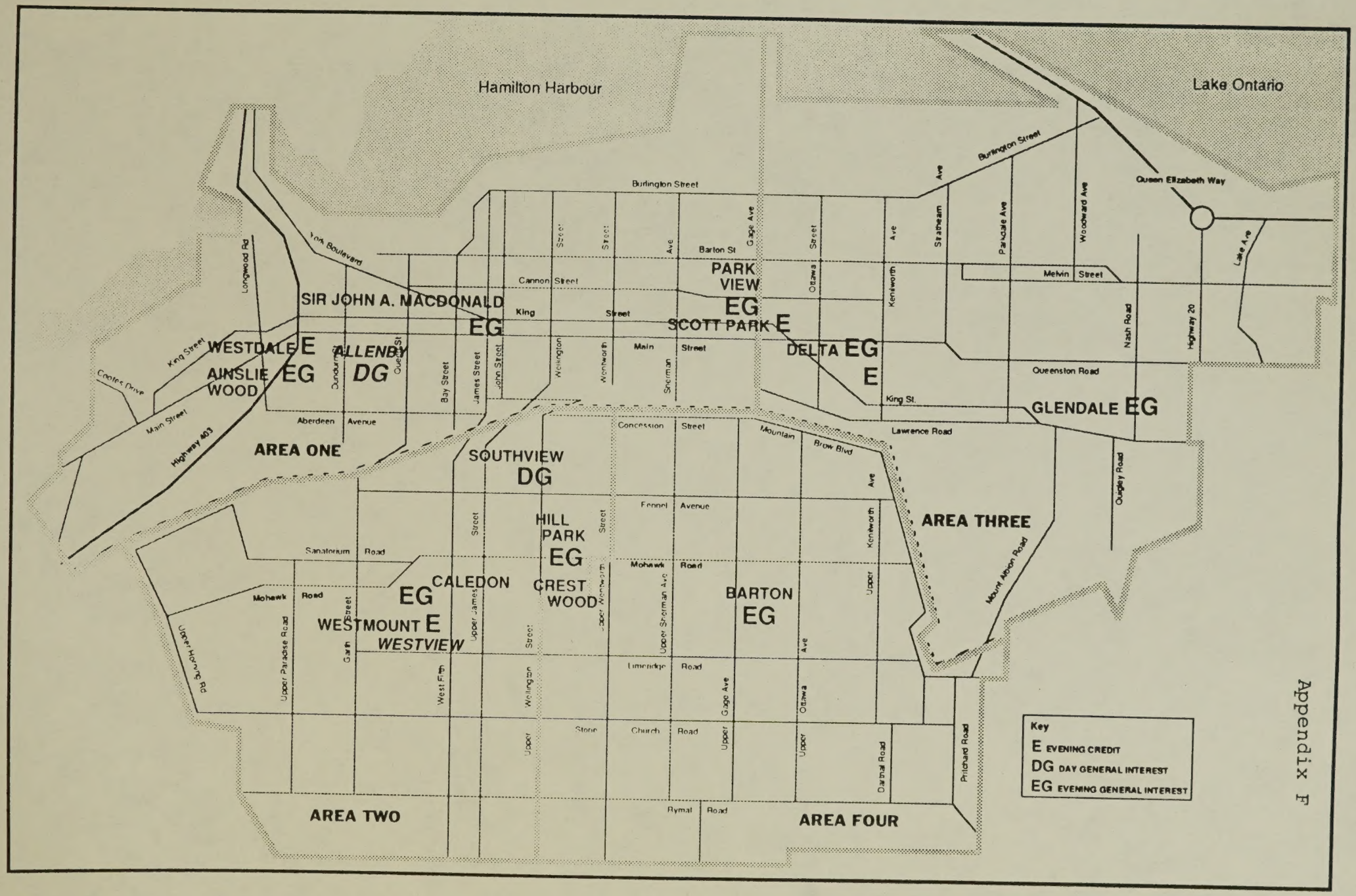
Decline in Enrollment Fall to Spring Throughout the City

TOTAL EVENING GENERAL INTEREST SCHOOL ENROLLMENT

	Fall	Winter	Spring
1990-91	2,480	1,962	1,021
1989-90	2,121	1,845	1,178
1988-89	1,917	1,817	1,419
1987-88	1,864	1,688	1,178
	8,382	7,312	4,796

Appendix E

RECOMMENDED DISTRIBUTION OF GENERAL INTEREST AND EVENING CREDIT LOCATIONS



Appendix F

AGENDA

SPECIAL DEVELOPMENT COMMITTEE

1991 04 25

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. French Immersion Strategic Plan

entire agenda coded separately as CA4ON HBL W26

* Review Progress to Date — Pages 1 to 7

* Review Policies and Procedures Document — Pages 8 to 42
(revised from December, 1990)

* Presentation of Transportation Costing — Pages 43 to 50
(as requested from December, 1990) [GENERAL]

* Area issues of transportation and accommodation
(small group discussion) [GENERAL]

* Report back to whole committee
(summary by Superintendents of Schools)

AGENDA of the SPECIAL DEVELOPMENT COMMITTEE

1991 05 09

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. **Adult and Continuing Education Action Team Report (as per motion from 1991 05 02 meeting)**

Recommendations	**#13**	**-**	**Page 14**
	#23	**-**	**Page 20**
	#24	**-**	**Pages 20 and 21**
	#32	**-**	**Page 23**

limited number of adult registrants, most of whom are integrated in regular classes. There are two "stand-alone" classes at Ainslie Wood, each with 20 students enrolled. A similar situation was in place in semester one.

The two subject areas which draw the highest numbers of enrollments are business, especially computers, and technological studies. More than two-thirds (2/3) of adult registrants take business courses and close to one quarter take technological courses. The rest are spread in varying degrees over the other secondary school subject areas including Co-operative Education.

Boards of Education receive the same grant money for adults in day school classes as they do for adolescent learners. It is interesting to note that the grant for an adult (or any student) taking an average of one class a semester is one quarter the grant for an adult (or any student) taking two or more credits per semester. Of the 939 adults registered in our schools at this time, 362 adults are registered for one credit, while 653 (64%) are taking two or more.

The situation as of September 30 was much the same with 570 of 953 adults registered in two or more classes. (60%)

13) ***Recommendation:***
The current practice of allocating staff for adult lines be continued and that the norm for class size be established at twenty (20) students; however, in initiating a new course the minimum class size be established at fifteen (15) students.

Rationale:
It is impossible to justify the number of teaching lines for September based on the registrations obtained in the previous Spring. Experience has shown, however, that a combination of historical evidence and the principal's sound judgement have proven to be reliable.

Most adults select "general" level courses, which have a component staffing factor of 24. This recommendation of 20 students recognizes the wide diversity of student needs which require teacher attention.

Implications:
This recommendation recognizes that adults often have difficulty engaging in the long term planning that the normal "option sheet" process would require.

The normal process of consultation between principal and superintendent will ensure viable class size.

Cost Implications: The cost saving, using the criteria as outlined, will result in a cost savings of approximately $8,000.00 to $10,000.00 per line saved.

Timeline: ***September 1, 1991.***

14) ***Recommendation:***
Adults be encouraged to take at least two credits concurrently.

Rationale:
The net cost to the board when a student takes a single credit per semester is much greater per credit than if the student selects two credits per semester and can be counted as a full-time student.

Even so, a small deficit results, but this is much smaller than the cost of educating

1/2 - 3 hours attendance per week. The latter is a unique feature of this program relative to similar programs in other Boards.

Students work individually and at their own pace, with heavy reliance on print materials. Teachers serve as both tutors and markers and, in addition, create resource materials, administer exams and provide frequent counselling.

There are approximately seven full-time equivalent teachers in the program. Although many of the staff are on part-time duties, all are non-tenured, hourly-rated, certificated teachers and members of O.S.S.T.F.

The program is funded by Ministry grants on the basis of lessons marked, currently $12.19 per lesson. In 1990, approximately 6,400 lessons were marked resulting in some $78,000 in grants. To cover instructional salaries, lesson "production" would have to average 2.5 per teaching hour, whereas the current rate is just under one per hour. As a result the program is running a deficit of approximately $200,000 per year.

23) *Recommendation:*
The existing program for Correspondence/Self-Study at the Southview and McIlwraith Adult Learning Centres be re-structured.

Rationale:
The existing program, although providing a very valuable service to this clientele is not cost responsible given the Ministry grant structure. In essence, this program goes well beyond the mandate of correspondence type credit programming. The expectation of having students attend 2 1/2 to 3 hours per week employing four (4) full-time teachers is simply not viable; however, there is a need to provide tutorial support beyond the minimum mandate. Without such support, this clientele, in the main, would not likely be successful.

Therefore, a restructuring of the program which reduces the teaching hours, particularly at low demand periods; provides for different marking expectations; encourages students to submit assignments on a more regular basis; and consolidates the course offerings is absolutely essential.

All of this can be accomplished while still maintaining a quality, albeit different, program.

Implications:
These strategies will reduce but not eliminate the present nurturing supportive nature of this program. It is nonetheless imperative that administration and staff develop new means to assist this particular clientele.

Cost Implications: This restructuring would reduce the annual operating deficit of this program from approximately $200,000.00 to approximately $26,000.00. This would amount to a savings of $72,000.00 in the 1991 budget year.

Timeline: *July 1, 1991*

24) *Recommendation:*
Sufficient staff be employed at Southview through the summer in order to provide program continuity for those adults wishing to pursue their existing program goals.

Rationale:
There is some evidence to suggest that a twelve month operation may not be a necessity. This requires further analysis. Therefore, in the interim it would be advisable to maintain a modified structure during the summer of 1991 in order not to impede peoples' planning related to their educational goals.

Implications:
Allows for program continuity with minimum cost implications.

Cost Implications: The existing program operated in the summer of 1990 at a cost of $47,000.00. The suggested restructuring of the program would be at cost of approximately $7,900.00 thus saving $39,100.00, in the 1991 budget.

Timeline: *July and August, 1991*

25) *Recommendation:*
No Ontario Academic Credits be offered in this program.

Rationale:
A student capable of taking an O.A.C. should be ready to be integrated into regular classes in the neighbourhood composite secondary school. In addition this helps ensure program continuity and program integrity.

Implications:
This may reduce the appeal of taking an O.A.C. for some adults.

Cost Implications: None

Timeline: *Effective, September 1, 1991*

26) *Recommendation:*
Alternative and/or supplementary curriculum materials be sought or developed which will address the wide variety of adult learners' needs and learning styles.

Rationale:
Ministry of Education Independent Learning Centre materials are highly print-oriented and addressed to the individual learner in isolation. There is a need to examine how the broader curriculum goal and individual learning styles needs to be addressed.

Implications:
The funding implications need clarification if we were to depart sharply from the correspondence/shelf-study mode of delivery.

Cost Implications: There will be additional costs for the development or purchases of these materials.

Timeline: *Initial exploration of feasibility by March 1992.*

27) *Recommendation:*
Adults entering this program be strongly encouraged to take a credit or half-credit in "Career Planning/Life Skills" under the Guidance 1984 guideline.

Rationale:
In view of the nature of many of these clients, and our proposed intent of helping them to attain a credit diploma and to return to the workplace with appropriate

have an accurate assessment of the needs and developments within the community. An advisory committee made of up of business, labour, social services and government agencies is essential to this kind of strategic and operational planning.

Implication:
This would clearly give an added dimension to the strategic planning and development of specific goals for Adult Education while at the same time extending a sense of ownership and partnership with the community.

Cost Implications: None

Timeline: Spring, 1991.

31) *Recommendation:*
Strong initiatives be developed related to staff development activities for those employees engaged in the teaching of adults across the many program offerings of this Board.

Rationale:
It is very clear from all of the research and literature that the success of any program is directly dependent upon the quality of the instruction. In the same manner that this Board places considerable emphasis on staff development related to pedagogy, i.e., the instruction of young people, there is a need to place a similar emphasis on the need for androgogy, i.e., the teaching of adults. It is important to recognize that the staff development needs of those teaching young people are significantly different than those engaged in teaching adults.

Implication:
This recommendation should be forwarded to the Staff Development Action Team for its consideration in developing the overall Staff Development Directions for this Board.

Cost Implications: Yet to be determined.

Timeline: Fall, 1991.

32) *Recommendation:*
The Fairview Adult Learning Centre be closed and existing programs housed at alternative sites.

Rationale:
The present location of Fairview is not advantageous and presently has a limited number of programs on site. Each of the courses presently being offered at that site could be offered equally effectively at alternative locations.

Implication:
There would be no loss of service to the public in that they could obtain the same program at other locations. The cost savings resulting in this closure could be used more effectively in providing other services to the public.

Cost Implications: The annualized saving of this closure would be approximately $146,000.00 including salaries and operational costs. The savings for the 1991 budget would be $48,600.00.

Timeline: June 30, 1991.

AGENDA

SPECIAL DEVELOPMENT COMMITTEE

1991 06 17

BUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Strategic Planning: [GENERAL] - Pages 1 to 11

   Part 1 Overview of Work To Date
   Critical Issues To Be Addressed

   Part 2 Action Team Workshops

   (i) Special Education Action Teams [GENERAL]

   (ii) Simultaneous Workshops

   (a) English as a Second Language [E/S]
   (b) Program Accountability [GENERAL]
   (c) Compensatory Education [E/S]
   (d) Alter Education [E/S]

2. Adult and Continuing Education Action Team Report [GENERAL] - Pages 12 to 15

   (i) Global Recommendations - Recommendations 33, 34 and 35
   (ii) General Interest Courses - Recommendation 22

3. Transition Years Response to the Ministry [GENERAL] - Pages 16 to 18

4. Response to the Technological Education Consultation Paper [GENERAL] - Pages 19 to 43

Education Centre,
100 Main Street West
Hamilton, Ontario

1991 06 17

To the Chairman and Members,
Development Committee,
Hamilton Board of Education

Ladies and Gentlemen:

Re: Status Report of the Action Teams Related to the Program Department Strategic Planning Process - Program Priorities for the 90's

Please find attached the Status Report of the work of the Action Teams to date. The purpose of this document is to provide the Trustees with an overview of the work of the various Action Teams and to act as the basis for discussion at the Special Development Committee Meeting of June 17, 1991.

The Report does not contain specific recommendations but rather identifies the key elements and directions that are emerging from each of the Action Teams. Following this consultation process and further consultation with the system, a series of reports will be brought to the Trustees throughout the Fall and Winter of the 1991-92 School Year for approval.

Recommendation

It is recommended that this Status Report be received for information.

Prepared and submitted by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

:ha

Status Report of the Action Teams Related to the Program Department Strategic Planning Process - Program Priorities for the 90's

Background

The Program Priorities for the 90's planning project was undertaken in the Fall of 1990 within the framework of the Board's nine strategic priorities. From the outset it was considered critical that all constituent groups, including school staff, have an opportunity to provide input into the information-gathering process. This input resulted in a Draft Reflections Paper which was sent out to the system for validation in January 1991. Following this validation process, the Reflections Paper was presented to the Development Committee on February 17, 1991. Following its approval an Advisory Committee was established to assist in the preparation of a Draft Directions Paper which was reviewed with the various constituent groups. Following this process, the Advisory Committee met to revise the paper for presentation to the March 1991 Development Committee. Following approval of the document a series of Action Teams were struck.

Each Action Team is in the process of preparing a Draft Working Paper for discussion and consultation. This Status Report is a compilation of the key elements and directions which have evolved to date.

Work Of The Action Teams To Date

The mandate and process to be used was outlined in the Directions Paper. Each Action Team has completed a review of the current literature and research related to exemplary practice, compared our present delivery model to a number of other comparable Boards, met with appropriate staff and stakeholder groups within the organization, received verbal and written presentations from outside agencies and associations, conducted in-house symposiums and hosted symposiums involving other Boards, community agencies, parent groups and the business community. Although the work of each Action Team has varied according to the task, these general elements as identified have been consistently met.

Common Elements Emerging From The Special Education Action Teams

A series of Action Teams within the umbrella of the Special Education Action Team have been deliberating related to specific independent mandates. Although the Chairs of the Action Teams meet somewhat regularly with the Core Action Team, it is worthy of note that each team has been given considerable autonomy related to its work. Therefore, it is quite remarkable that a significant degree of commonality has emerged in terms of the key elements being brought forward by each of these Special Education Sub-Action Teams.

The common elements appearing in virtually everyone of the initial findings include:

Neighbourhood Schools

1) A strong commitment to the concept of housing students *wherever possible* in their neighbourhood school. This would of course involve a strong sense of school ownership of the individual students and his/her learning needs.

Spectrum of Service

2) In conjunction with the neighbourhood school concept it is the parallel need for a full spectrum of serv ices for students. It is clearly evident that given the unique and varying needs of the student population, it will be essential that a full range of programs be available. In essence, not all students should be either in the mainstream program or segregated classes. There must be appropriate opportunities within this continuum of service.

Importance of the Classroom Teacher

3) The classroom teacher is clearly the prime deliverer of service to students supported by appropriate resources. In order for this to be accomplished it is critical that the concept of resources being applied at the school and classroom is critical. It is impossible to ask classroom teachers to meet the needs of youngsters without the necessary support services at the school level.

"DART" Process

4) The school Diagnostic and Resource Team"DART" committee must be viewed as a problem solving process which allows the school to access resources for individual students. It is essential that the DART process deal with all elements of the special needs student: i.e. the exceptionalities of communication, intellectual and behaviour. Further, the DART process must act as a resource to the classroom teacher in terms of program recommendations and program verification.

   As such it is considered important that a common set of expectations related to the DART process become a system wide mandate. This is not to suggest that each school will have the identical DART process, rather it is an adherence to the concept that certain elements are critical regardless of the size and nature of the school if the DART process is to be effective.

Education As A Partnership

5) Education must be clearly viewed as a partnership. It is important that there be a strong commitment to the parent-school relationship. Parents must be viewed, and view themselves, as a member of the team attempting to provide the best possible level of service and communication on behalf of each individual student.

   In addition, it is seen as essential that there be an increased integration between the school and the community at large. This is not to suggest that effective communication and service links between the school and the community do not exist; however, there is a clearly identified need to enhance the context of this relationship within the philosophical premise of the recent document "Children

First" (A copy of this document has been ordered for each Trustee from the Queen's Printer. As soon as they are available they will be provided).

Case Manager

6) An identified Case Manager for each student involved in the DART process must be established. This is intended to avoid duplication of effort both within our system and the community at large. It is worthy of note that the Case Manager need not in all instances be school or Board personnel.

Balancing School Autonomy and System Uniformity

7) There is a clearly identified need to establish a balance between school autonomy and system uniformity. The latter does not suggest system conformity but rather a base level of system expectations the responsibility of how the service is delivered rests with the autonomy of the school and Area Office.

Co-ordinating Functions

8) In keeping with the concept of the balance between school autonomy and system uniformity, it has been identified that there is a need to enhance the concept of co-ordinating functions. This is not to suggest that each requires a separate co-ordinator per se but there is a very real need to provide certain co-ordinating elements to the program.

The Importance of the Students' Social-emotional Needs

9) In addition to the cognitive and effective domains, there is a clear recognition that the social emotional needs of students must be viewed as a significant priority. In so doing, it is recognized that curriculum for all youngsters, including special needs students, is not simply a matter of what is to be taught, but also how it is to be taught. As such, the informal curriculum is often as important as the formal curriculum in this regard.

Early Student Profile

10) The development of an early student profile is essential in effective programming particularly for special needs students. There is a need to build on the already well founded Early Identification Process. Strong teacher observation and the effective use of the DART process is critical within this framework.

Review of Assessment Practices

11) Given the emphasis related to developing an early profile for the individual student, it is viewed that there will be a need to review in dramatic terms our existing assessment process. This is not to suggest that our existing methods are inappropriate, but it is to offer that the need for such a review exists within the full range of what is deemed as exceptionalities.

Restructuring of Roles

12) The restructuring of program delivery will by necessity result in a shift, refocusing and re-defining of the roles of the existing resource support staff. This is not to suggest that the existing role or the people who fill them are not effective; rather, it

is impossible to renew and restructure the curriculum and delivery process without consideration of the resource/support roles. Further, if it is deemed that the most effective delivery model involves the classroom teacher supported by a multi-disciplinary team of resource support staff, then it is essential that an examination of these roles be undertaken. In this context, it will be necessary to clearly define the primary functions of each resource support role while at the same time acknowledging the overlap, even desired overlap in terms of secondary functions.

The Importance of Staff Development

13) In order for all of this to be accomplished, it will be absolutely critical that a strong commitment to Staff Development and in-service be established as a priority. Virtually all of the desired elements cannot be achieved without a system wide commitment to the importance of teacher and professional support staff training and re-training.

Program Accountability

14) As with all other elements of Program Development and Implementation, there is a clear recognition for the need for increased accountability in all elements related to Special Education. In essence any intended shift, refocusing or restructuring must be accompanied by some form of evaluative process within the framework of program accountability.

Key Elements As Identified By Each Of The Action Teams

Student Support Services Action Team

1) Any students services delivery model must be school based (JK - OAC)
2) Parents, teachers, support staff, community workers and where again appropriate, students, must be seen as working co-operatively as a team in the decision making process.
3) The classroom teacher is the key related to both the earliest identification (profile development) and the delivery process.
4) Resources should be applied at the school and classroom level in an integrated delivery model.
5) The DART process is the key for accessing service.
6) Assessment through the DART process must be more broadly based and seen to be a continuous process not an event.
7) The principal must function as the Case Load Manager for his/her school and in conjunction with the DART process establish school priorities.
8) There is a need to consider a "system" Special Education Assessment Centre for high need students.
9) Inter-community relationships must be enhanced within the context of the school being the hub of service for students and their families.

DART/IPRC Action Team

1) A strong belief statement affirming that the classroom teacher as the best person to provide for the program needs of individual students is seen as essential.
2) System equity is critical and as such involves consistency of expectations (mandated), the standardization of forms and the need to establish appropriate area and system classes.
3) The purpose of the DART is to be a collabortive problem solving process. The interest of a student is best served when a team of professionals from various disciplines work together with parents in an open and honest process.
4) The DART must become the gatekeeper of services and must be fully utilized before the IPRC process.
5) It is critical that the IPRC process be seen as "user friendly" while at the same time dealing with the legal responsibilities of identification, placement and review.
6) The system expectations, for the effective use of the DART process is a JK-OAC mandate.
7) An annual review of the DART/IPRC process should be part of the operating procedures.
8) A tracking process related to student progress is essential.
9) In order for the DART/IPRC process to operate effectively, there is a need for substantive in-service for principals, vice-principals, teachers and professional resource support staff.

Program Delivery Model Action Team

1) The delivery model should be premised on the commitment to service at the neighbourhood school *wherever possible.* This involves the acceptance of ownership of a student's learning needs by the local school.
2) Wherever possible, program should be delivered at the classroom level by the individual teacher. This involves a shift away from withdrawal and a greater emphasis on program integration within the classroom. In order for this to be effective and realistic it is critical that the teacher receive sufficient professional resource support at the classroom level.
3) A consultative-collaborative model best addresses the team approach to problem solving that is required for effective program delivery.
4) In recognizing the concept of the neighbourhood school, it is equally recognized that student needs will require a spectrum of service from integration through segregated classes.
5) A pro-active intervention model is essentially based on the development of an early student profile.
6) The resource teacher plays a pivotal role in the development of a neighbourhood school based delivery model.
7) The DART process is essential as a problem-solving mechanism and facilitator of services for students.
8) The identification of a Case Manager in order to maximize school, system and community services while avoiding duplication is essential.
9) In keeping with the concept of full spectrum of services, a delivery model based on equity involving school, area and system classes is essential.

10) There is a need to clarify, define and re-define the roles of the professional resource/support staff.
11) A key element in the effective delivery model will be the transitions from home/day care to kindergarten through middle school through secondary school.

Gifted Action Team

1) The identification process should begin at the Junior Kindergarten level through the development of an early student profileusing the system Early Identification process as a basis.
2) There is a need to review the existing assessment process including instruments, timelines and the personnel involved. Elements of the identification process should include parent, teacher or third party nomination and the differentiated characteristics of gifted learners should be a part of the matrix or rating scales.
3) The DART should be utilized as a school-based problem solving process in order to facilitate the identification and programming needs of students.
4) There is a need to develop a comprehensive model for program delivery JK to OAC.
5) A spectrum of services (JK to OAC) for gifted students should be developed along with a guideline for placement in one of the modes of delivery.
6) There is a need for co-ordinating function as it relates to the needs of the gifted learner and the staff involved in the program delivery. Appropriate allocation of funding for the gifted programs must be a part of the program development implementation and review process.
7) In order to provide the spectrum of service city wide and to assist the individual classroom teacher, it will be essential that specialized trained personnel be available at the school, area and system levels (elementary and secondary).
8) It is important that the programs available at the school and system level be communicated effectively to parents through school and system-wide publications.
9) Where sufficient numbers warrant, a school-based resource group to support the classroom teacher should be considered.
10) The role of the Primary Gifted Learning Resource teacher should remain in its present form for the school year 1991-92 and the staff expertise be used to assist in the transition to the alternate delivery model beginning in September 1992.

Behaviour Action Team

1) Current research indicates that approximately five to eight percent of students in any Board are what might be termed "conduct disorder". Further, it is estimated that in degrees of difficulty that on a continuum of total behaviour problems the figure could run as high as thirty percent. These figures clearly indicate a need for sound data as it relates to this Board. Therefore it is critical that the decision making process surrounding conduct disorder be data based and thus research driven.
2) The traditional approach used by this Board and virtually all Boards across the province is based on one-to-one consultation or small group service. Again the research indicates that numbers alone will make it impossible to deal with the problemin this fashion. Thus, such a model is simply not realistic or cost effective. In addition, there is considerable evidence that individual support or small group

work has limited long term impact unless there are equivalent active changes in the child's environment. Teachers, peers and parents all play an integral role in dealing with the necessary environmental shifts. As such, students and their families must be involved in the problem-solving approach related to conduct disorder.

3) Strong resource support at the classroom level is seen to be critical.
4) Staff development is a major priority related to this area of programming.
5) In developing a pro-active model in this area, early identification will be essential. This will not eliminate the need for reactive support in crisis/emergency situations.
6) Close structural ties and working relationships with community organizations are a must. This is an area requiring much further investigation in order to maximize resources and to avoid duplication.
7) The DART process is seen as critical in availing the necessary resources to support the school in dealing with the issues.

Senior Developmentally Challenged Action Team

1) The further development of the Senior Developmentally Challenged program must be founded on the set of belief statements and philosophy.
2) There is a need to actively increase system, board and community based awareness of these beliefs.
3) There is a need to review the existing curriculum which was established in 1979. In so doing, consideration must be given to age appropriate content, life skills orientation, effective communication skills, the arts, leisure time, physical fitness and human sexuality. The issues of staff development needs should form a critical component of this review.
4) The program needs related to the transition from school to community requires further attention. The importance of a transition team involving parents, school staff, community based agencies and the students themselves must be a critical element of program development. This will involve further analysis related to work experience, co-operative education, transition support and independent living skills.
5) Although there is strong support for the concept of integration within the neighbourhood school, there is a real need to maintain a full spectrum of services based on individual student needs. Clearly there should be a series of alternatives as opposed to students either being mainstreamed or segregated. This will require particular analysis at the secondary school level.
6) There is a need for certain system planning and co-ordinating functions.

Alternative Education Action Team

1) The existing mandate of the alternative education program to meet the needs of the average or above average students who are at risk of dropping our of school is appropriate.
2) The present delivery model for elementary and secondary alternative education is philosophically sound.
3) There is a need for a program review using the Board's C.R.D.I. model.

4) A clear delineation of line responsibility for personnel and program support as well as program and personnel accountability is essential.
5) A re-structuring of the present attending reporting process will be necessary in order to make the program more cost effective.
6) There is a need to establish common system-wide admission and demission criteria and a process put to deal with the transition of students in and out of the program.
7) Given the high social-emotional needs of the young people in this program, the importance of social work support must be recognized and supported.
8) There is a need to provide co-ordinating functions and linkages related to students, program and staff.
9) The program must be accessible to more students, elementary and secondary, across the city. One secondary site in each Area of the lower city and two "mountain area" sites are needed. An elementary facility on the escarpment is also needed. The re-structuring of the attendance reporting process could enable the expansion of the program to be cost effective.
10) A closer study into the need for Primary-Junior alternative education program is necessary.
11) The Alternative Education Program must be viewed in terms of its relationship to other system or community student retention initiatives. This would include the need for tracking student progress and retention.

Compensatory Education Action Team

1) Any model or initiatives related to Compensatory Education should encompass the needs of students from Junior Kindergarten to the end of the Transition Years.
2) There is a need to move away from the existing criteria of standardized testing to a model which encompasses a variety of social-emotional factors. Such a matrix of variables is consistent with Ministry of Education funding and future directions. As such there will be a need to establish a working group to create the criteria/matrix to be used.
3) The new criteria must focus on a student-need criteria as opposed to a school-wide criteria. This will enable a greater number of students to benefit from compensatory evaluation resource support.
4) Literacy should remain a priority with emphasis in the Primary/Junior Division. Further, there is a need for a consistent literacy program to assist and support all disadvantaged or at risk students.
5) There is a need to staff designated Compensatory schools at a preferred staffing ratio.
6) There are unique staff development needs for teachers, administrators and resource/support staff working with disadvantaged/at risk students.
7) Providing positive role models is a particularly important factor in staffing Compensatory Education schools.
8) A pro-active stance is critical in strengthening existing community linkages as well as initiating new partnerships. Thus it will be important that members of this team be a part of the Student Support Services Action Team in its second phase of deliberation.
9) An evaluation instrument which can be used in measuring the effectiveness of compensatory initiatives should be developed.
10) There is a need for certain planning and co-ordinating functions system-wide.

English As A Second Language Action Team (E.S.L./E.S.D.)

1) There is a need to recognize a common definition of an ESL/ESD student and to establish the necessary level of program in relation to individual student needs. Such levels might include intensive, partial or tutorial support.
2) There is a need to establish and communicate a common vocabulary of E.S.L./E.S.D. terminology for the system.
3) Students requiring E.S.L./E.S.D. program support should primarily be housed in the neighbourhood school setting.
4) The concept of reception and orientation are seen to be critical elements of any school's program and service delivery model.
5) A system review of program delivery using the Board's C.R.D.I. model is necessary. This analysis should span JK to OAC and should include an analysis of such things as: philosophy of program delivery, learning and support materials, teaching methodology and in-service. The Area Resource Teams should include resource support for ESL/ESD programming.
6) In the broader context of program accountability, there is a need to develop a process which will analyze reception/orientation, procedures,curriculum support materials, program delivery, resourcing and staffing.

Program Accountability Action Team

Defining Accountability
1) *Moral accountability*: to one's client (students and parents).
2) *Professional accountability*: to one's self and one's colleagues.
3) *Contractual accountability*: to one's employers.
(Adapted from: McCormick, R. and James , M. (1983) Curriculum Evaluation in Schools. Croom Hel: London, U.K.)

Accountability - for what and to whom
This will be the most difficult aspect of the task. It requires that the Hamilton Board of Education define the nature and components of program accountability, in consultation with its stakeholders. At the present time the action team plans to conduct a detailed search of the literature, including the International, National and Provincial Assessment Programs. There are plans to hold an inter-board symposium late in the fall and to design a comprehensive and credible process to get input from the community, perhaps involving the local Participant Research Group.

Methods and Procedures
Methods and procedures must be valid and reliable. They must evaluate the attainment of program goals (validity) and do so consistently (reliability). The chart on the next page contains a first draft of methods and procedures and their implications for the Hamilton Board of Education.

Methods and Procedures – Draft I

Effective Accountability	Implications for Program Accountability in the Hamilton Board of Education
• is fair and is perceived as fair	• objectives, methods and measures are developed through collaboration with those managing and delivering the program (validity)
• is capable of identifying needs and remedies	• measures have specific program implications (validity) • the impact of individual program components is identified
• produces comprehensible results	• concise • communicated clearly
• is methodologically sound	• requires appropriate research design and analysis from the program planning stage (validity and reliability)
• is cost effective	• applied to system/department/area school priorities • using existing instruments where appropriate (OAIP, provincial reviews, H.B.E. curriculum benchmarks)
• protects confidentiality	• ensures that program evaluation is not personnel evaluation

Adapted from: McCormick, R. and James, M. (1983) Curriculum Evaluation in Schools. Croom Helm: London, U.K.

Remaining Action Teams

(i) ***Adult and Continuing Education Action Team***
The team has completed its work and is in the process of presenting its findings to the Development Committee and the Operations Management Committee.

(ii) ***Staff Development Action Team***
This team is continuing its deliberations. Given its system-wide mandate and implications related to the work of the remainder of the Action Teams, this team will be presenting a status report in late fall followed by a full report in early 1992.

(iii) ***Development and Implementation Action Team***
This team has presented its initial draft working paper. It is an excellent piece of work and will be studied in relation to the recommendations which will emanate from the other teams. An initial report will be brought forward to Trustees in mid to late fall.

33) ***Recommendation:***

An Adult Learning Centre be established for the purpose of offering A.B.E., E.S.L. and General Interest Courses in the facility presently known as Briarwood Secondary School.

Rationale:

As indicated earlier in this report there is a profound need to expand the offerings for Adult Basic Education, Adult Second Language programs and general availability of General Interest courses. In terms of Adult Basic Education, the most recent evidence from the Adult Basic Education Association of Hamilton clearly indicates a profound need for this program and equally importantly the need has specifically identified in the east end of the city. Further, it should be noted that the number of available sites for adult general interest during the day has evaporated considerably with the demands on our day school sites for regular day school programs. As a result the number of available classrooms for adult general interest has diminished significantly. The need for Adult English Second Language classes has been identified in an earlier part of this report.

Implication:

The existing facility at Briarwood is presently unoccupied. It continues to be services in terms of utilities and is an ideal location for these kind of programs given its accessibility by public transportation and parking facilities available. In essence it is prime available space that would be superb for the kinds of programs identified in this recommendation.

Cost Implication: Presently this facility is sitting idle requiring certain utilities to be maintained. The annualized projected maintenance and utilities costs would be $257,000.00 (caretakers and cleaners $181,700.00; utilities $75,300.00). There would be no administrative salary costs as the existing Adult and Continuing Education Department would re-locate from their present offices in the Education Centre. Further, instructional salaries would be cost recoverable as identified in the areas of this report.

Timeline: *January 1, 1992.*

34) ***Recommendation:***

An "Adult Assessment" component be established as part of the mandate for the Briarwood Adult Education Centre in order to deal effectively with the assessment, placement, orientation and program needs unique to adult learners.

Rationale:

It has been ascertained that one of the most critical elements to a successful adult operation in other Boards is the assessment component. Many of the adults entering a program need not only considerable counselling and support but specific direction as to the level of entry as they being either re-entry or re-training. Further, there is a need to develop an assessment component which will assist in identifying individual learning strengths and weaknesses which will assist the instructor in providing the best instruction possible.

Implication:

There is no doubt that such an assessment process will significantly improve the quality of service being provided to our adult learners. In addition an Assessment

Centre will be necessary if we are to obtain the support of the various community organizations and agencies.

Cost Implications: Initially there will no additional cost. The existing staff complement will be able to provide this service; however, depending on the degree of expansion of the program, it will be necessary to consider the long term implications. It should be noted however, that any expansion would result in increased revenues due to the grand structure and in all likelihood our experience would replicate that of other Boards in that the revenues generated would more than cover the cost of this service. Before contemplating any expansion of staff in this area however, a report would be provided to the Trustees identifying the cost and offsetting revenue.

Timeline: January, 1992.

35) ***Recommendation:***

The Adult and Continuing Education Department be restructured in order to accommodate the effective operation of the program as defined in this report. Further that the present role of Consultant be changed to Administrator of Adult Centres and the role redefined in keeping with the new set of responsibilities. The job of Administrative Assistant (non academic) be advertised to replace the job of Coordinator of Continuing Education.

Rationale:

Given the shifts in emphasis, restructuring of the mode of delivery and the anticipated expansion in the cost recoverable areas, a restructuring of the department and the accompanying responsibilities is necessary. Specifically the requirement of a single administrator at the Southview Adult Education Centre will no longer be necessary. Hence the shift in title from Consultant to Administrator of Adult Centres is appropriate. The job of Administrative Assistant is necessary given the scope of responsibilities within the entire department and the pending retirement of the existing Coordinator of Continuing Education.

Implications:

This will allow for a more effective operation of the department and in turn permit the Principal of Adult and Continuing Education to deal with the major thrust contained in the recommendation of this report.

Cost Implications: The salary of the Coordinator of Adult and Continuing Education was removed from the 1991 budget effective July 1, 1991 for a cost savings of $37,500.00. It is recommended that this position does not require academic personnel and as a result the recommendation is for the appointment of an Administrative Assistant at an annual salary range of $37,478.00 to $40,178.00. This would result in a salary of $12,490.00 for the 1991 budget year. The net saving on an annual basis of the difference between a Coordinator's salary and an Administrative Assistant's salary would be approximately $35,000.00.

Timeline: Effective September 1, 1991.

Implication:
The average class size concept by centre gives the Supervisor the discretion to adjust class sizes while the minimum class size figure assures the cost recoverability of the program.

Cost Implication: None. In keeping with cost recovery definition as outlined in recommendation #19.

Timeline: *Effective, September 1, 1991*

21) *Recommendation:*
The number of evening locations for General Interest Courses be reduced from nine (9) to eight (8) with the closing of the Sir Winston Churchill site.

Rationale:
Given the General Interest enrollment throughout the city the present eight locations with the exception of Sir Winston Churchill are warranted.

Implication:
Those people previously attending Sir Winston Churchill would be able to obtain the same courses in other locations.

Cost Implication: There would be an annualized reduction of approximately $6,600.00, due to reduction in administrative salaries. The reduction in the 1991 budget would be $3,560.00

Timeline: *Effective, September 1, 1991*

22) *Recommendation:*
Additional daytime sites for General Interest Courses be established in the east end of the lower city.

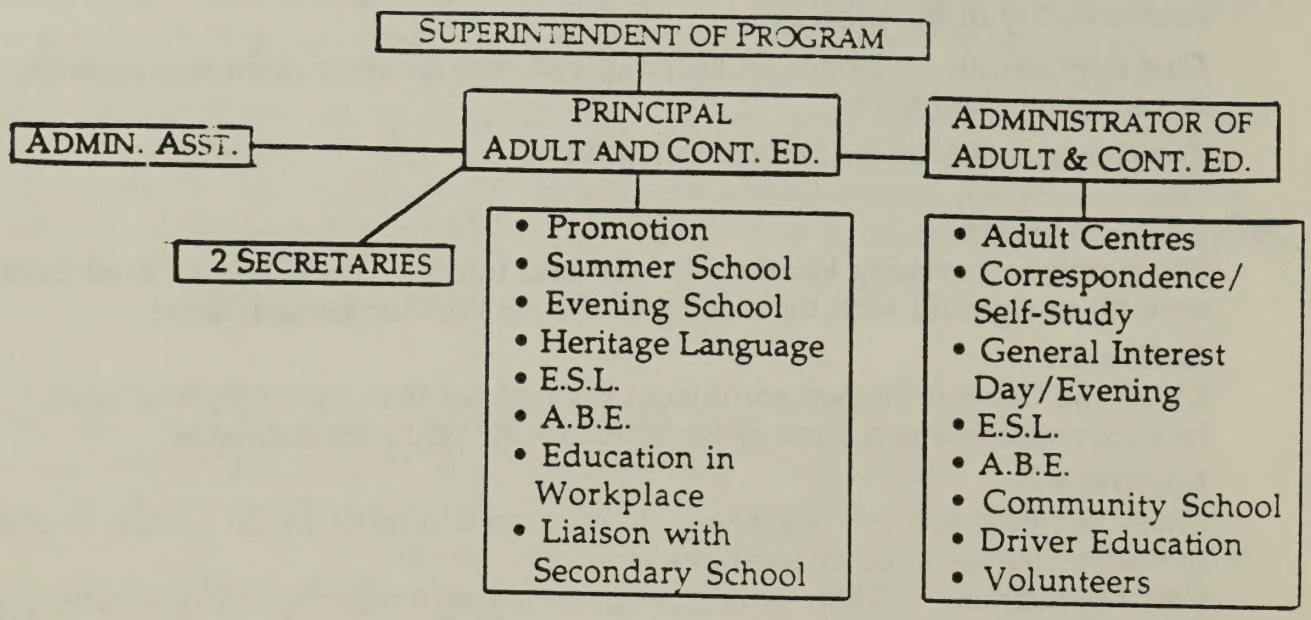
Timeline: *September 15, 1991*

CORRESPONDENCE/SELF-STUDY CREDIT PROGRAM

Students selecting the self-study program are a very diverse group. Some have employment or personal responsibilities which do not allow them to attend a regularly scheduled program. Others have difficulty accepting the structure and the pressure of a "regular" program in large-group settings. Many have an educational background lacking in success, and are seeking the support and the security of a very flexible and "non-traditional" educational environment. Generally, they tend to be an older group--an average of about thirty years, with ages ranging from the teens up to seventy years of age. many of these people face a variety of physical, emotional, social and economic challenges.

The program is based upon students completing the lessons obtained from the Independent Learning Centre of the Ministry (i.e., "correspondence" courses). Courses are offered in a range of subjects including Grade 9-O.A.C. in English and Mathematics, and a variety of Business, History and Science courses. The program is offered in two locations--Southview and McIlwraith Learning Centres--but there is no east-end location. It runs during the day and most evenings and throughout the year (for 46 weeks.). Students are free to attend when they choose, but there is a requirement of 2

ADULT AND CONTINUING EDUCATION DEPARTMENT
PROPOSED ORGANIZATION CHART



36) *Recommendation:*

A longitudinal study be established by the Adult and Continuing Education Department in conjunction with the Research Department to ascertain those factors which contribute to the high attrition rates for night school, adult day school and summer school programs.

Rationale:

The attrition rates for each of these programs is substantially higher than it is for regular day school programs. Although there are a number of contributing factors to this, it is difficult to determine at this point, which are factors more prevalent and equally importantly how we might deal with the dropout factor. By undertaking a study of this nature we would have better data in which to plan and make decisions. In terms of strategic planning, this kind of information is essential.

Implications:

The data generated would allow for more effective planning and decision making and thus improve our service to the clientele being served by this department.

Cost Implication: At this point there has been no final determination related to specific costs. However; a tracking mechanism could be easily established which would allow existing personnel to obtain the necessary data. It is not anticipated that this would be a voluminous task or would require a great deal of time and effort from the Research Department. What would initially be required is assistance in structuring the means of collecting and analyzing the data.

Timeline: October, 1991.

Education Centre,
100 Main Street West,
Hamilton, Ontario
1991 06 17

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Please find attached the final draft of the summary of the Hamilton Board of Education's response to the Ministry Transition Years Consultation Paper. The draft document itself was presented on June 6 for trustees' information.

Recommendation:

That the Transition Years Summary (attached) and document (June 6) be approved as the Hamilton Board of Education's Response to the Ministry Consultation Paper for the Transition Years.

Prepared by: Linda Woolfrey-Cooper, Co-ordinator of Family Studies
John Henry, Co-ordinator of Science
Carol Ramberan, Area 4 Special Assignment

Submitted by: Gail Rappolt, Assistant Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

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Response to the Transition Years Consultation Paper

Process

The response was based on eight years of work on Middle School Policy for the Hamilton Board of Education and was prepared concurrently with the completion of a major Hamilton Board of Education Secondary School Study and Program Department Review. A team of three (John Henry, Science Co-ordinator, Carol Ramberan, Special Assignment Area 4, and Linda Woolfrey-Cooper, Family Studies Co-ordinator) were given the responsibility of writing a system response based on information collected from stakeholder groups.

There were many submissions received. Five Area committees, composed of teachers, administrators and resource team members, and trustees worked long and hard to analyze the material, consider the options, and make recommendations. Some schools sent their responses to the area team while others sent them directly to the system writing team. Responses were also received from subject groups and individuals. The response contains indirect input from the community as well.

Key Points Made in the Hamilton Board of Education Response

The characteristics and needs of the early adolescent as set out in the Hamilton Board of Education Middle School Policy (enclosed) were the basis for the response to the issues.

There was general agreement on the assumptions about early adolescents (Issue 1), expectations for students at this stage (Issue 2), core curriculum (Issue 3), evaluation of student achievement (Issue 4), exceptional students (Issue 7), and community involvement (Issue 9). Preferred options were identified for each of these issues. Detailed suggestions were given, and where appropriate, material from the Middle School Committee was included. Although the "destreaming of grade 9" is the issue receiving most of the attention from the Transition Years document, it is the general view of the Hamilton Board of Education respondents that energy needs to be focused on changing the entire educational delivery and environment for 11 – 14 year olds. (See priorities for action, Secondary School Study Document, enclosed.)

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Issue 3, the defining of Core Curriculum, will ultimately be one of the most contentious issues faced by both the Ministry and individual boards. There was general agreement in Issue 3 that the Ministry should follow the pattern of the Formative Years by recommending sets of skills, values, and groupings of subjects as core, rather than a list of mandatory subjects. However, responses to program delivery questions (Issue 5) suggested a more traditional subject-based core. Responses to Issue 5, school organization, were varied and contradictory in nature reflecting the contrast between a subject specific focus (mostly secondary school) and student focus (mostly middle school). A further dilemma is posed by attempting to build a program that meets the needs of early adolescents, as they are now understood from current research, while working with a program and delivery model that was based on quite different beliefs about how students learn. Because of the difference between the findings of the research and tradition, there is a need for extensive preparation of parents and the community before any significant changes are mandated by the Ministry.

The responses to Issue 6, (Should boards have specialized schools?) were varied and reflected the range of viewpoints regarding the vocational schools as they currently exist in Hamilton.

There were lengthy and varied responses to the questions on student support services (Issue 8). A balance between career and personal counselling, with the trained school guidance counsellor as the case manager, was generally recommended.

The final issue (Issue 10), teacher pre-service and in-service, received varied and detailed responses as well. Work is currently being done at the Hamilton Board of Education to develop more effective relationships with Brock Faculty of Education.

The work that went into producing the attached document represents many hours of reading, dialogue and writing on the part of teachers and administrators in our system. In particular, our system focussed on the work of Andy Hargreaves and Lorna Earl, the two Ontario researchers who wrote The Rights of Passage, but other provincial, national and international material was reviewed as well. The consultation process serves as a step toward further linking the work of the middle and secondary schools in our system, making the transition easier for students, and making the curriculum more relevant and effective over the next decade.

Prepared by: Linda Woolfrey-Cooper, Family Studies Co-ordinator
John Henry, Science Co-ordinator
Carol Ramberan, Area 4 Special Assignment

Approved by: The Hamilton Board of Education

Enclosures: Middle School Policy
Secondary School Study Report

Education Centre,
100 Main Street West,
Hamilton, Ontario.
June 17, 1991

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Please find attached the final draft of the summary and report of the Hamilton Board of Education's response to the Ministry Technological Education Studies Consultation Paper. As stated on June 6, it represents the views of the Technological Studies Department Heads and the results of the Symposium on May 14 at Delta Secondary School. There is a high degree of consistency between the two responses. Any discrepancies are identified in the document.

Recommendation:

That the attached response be approved as the Hamilton Board of Education's Response to the Ministry Consultation Paper on Technological Education.

Prepared and Submitted by: Jim Kerr, Co-ordinator of Technological Studies
Gail Rappolt, Assistant Superintendent of Program

Approved By: Keith A. Rielly, Director of Education and Secretary

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Response to the Technological Education Consultation Paper

A detailed response to the Technological Education Consultation Paper has been prepared by using information from three sources. The initial material used was the Technology Section of the Hamilton Board of Education Secondary School Study Report (enclosed) and the system responses to it. The Technological Studies Heads prepared a detailed response. On May 14th at Delta Secondary School, representatives from Business and Industry, Trustees, and selected staff in the system observed the science and technology programs at three schools (Delta, W.H. Ballard and Memorial) and responded to the options presented by the Ministry. The report below is a synthesis of these two reports. It is important to note that there was very little discrepancy in the responses from the two groups.

Key Points to be Made to the Ministry, Appendix A, states the critical issues as identified by members of the Symposium on May 14th. The Technological Education Flowchart, Appendix B, shows a recommended structure for curriculum delivery prepared over the last year by the Technological Studies Heads and Program Department of the Hamilton Board of Education. This chart is designed to show a clear differentiation between *Technological Studies*, a term which is generally used to mean preparation for work in a technical area at the senior high school level, and *a technological education* which is required by all students in order to be literate in the 1990's. Appendix C shows a logo which expresses the focus of Technological Studies for the 1990's.

A sound technological education is a necessary pre-requisite for an effective Technological Studies Program in senior high school. However, a sound technological education requires careful attention to the principles of science, mathematics, design, construction and all types of technology from the Junior Kindergarten program to O.A.C. Careful curriculum planning in the Early and Formative Years will need to integrate more active learning in the areas described above. All groups who worked with the document expressed concerns about the following aspects of the document itself:

(i) There is **not** a clear differentiation between technological education as preparation for life and specialized technological studies as preparation for higher education or career. These two concepts need to be clarified and language agreed upon to differentiate them.

(ii) There are discrepancies in values and beliefs about the meaning of technological education expressed both within the document and between this document and the Formative Years and Transition Years. There **must** be a clear and common message.

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(iii) We are left feeling very much as though the major responsibility for both technological education and technological studies are the responsibilities of the school system! Responsibilities for both must be shared by parents, business, industry, labour and government. **We (schools)** ***cannot do it alone!***

(iv) Although community councils and advisory boards are a critical component in the change process, the paradigm shift we require demands a major change in values, skills, and culture. This will happen one teacher, one worker, one school, and one industry at a time. Time and money must be put into the effective planning and management of the change process itself if this is to happen!

Prepared and Submitted by: Jim Kerr, Co-ordinator of Technological Studies
Gail Rappolt, Assistant Superintendent of Program

Approved by: The Hamilton Board of Education
June, 1991

Appendix A

Symposium on Technology

Delta Secondary School
May 14, 1991

KEY POINTS TO BE MADE TO THE MINISTRY

1. **There needs to be a massive public relations campaign to market technological studies as a viable alternative to university and professions.**

2. **Links between industry and schools need to involve visits both ways.**

3. **Technology literacy must be developed at all levels.**

4. Technological awareness and literacy should be started at Kindergarten.

5. Teacher education requires different methods because of hands-on approach needed to develop skills of technology.

6. Practical applications must have direct links to the community.

7. Technological Studies must involve industry, community and education. They **must** work together.

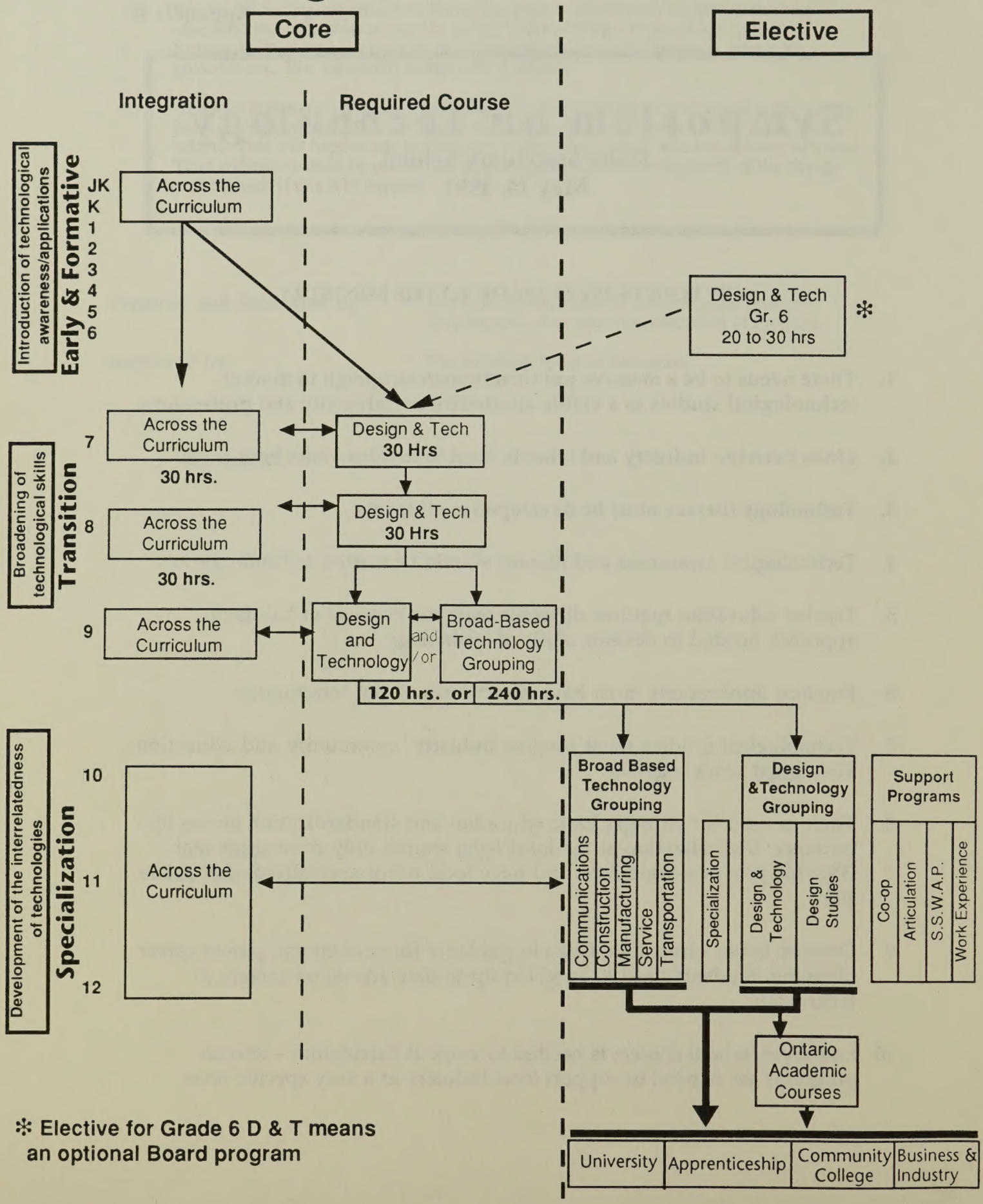
8. There is need for stronger basic education and standardization across the province. Specialization at the local level should only come after that. (Provide province-wide core, and have local needs specialized after grade 10.)

9. Develop better career data bases in guidance for student and parent career planning. Students need to be given up-to-date advice on careers in technology.

10. Employer/school contact is needed to work at curriculum – special programs are needed to support local industry at a very specific level.

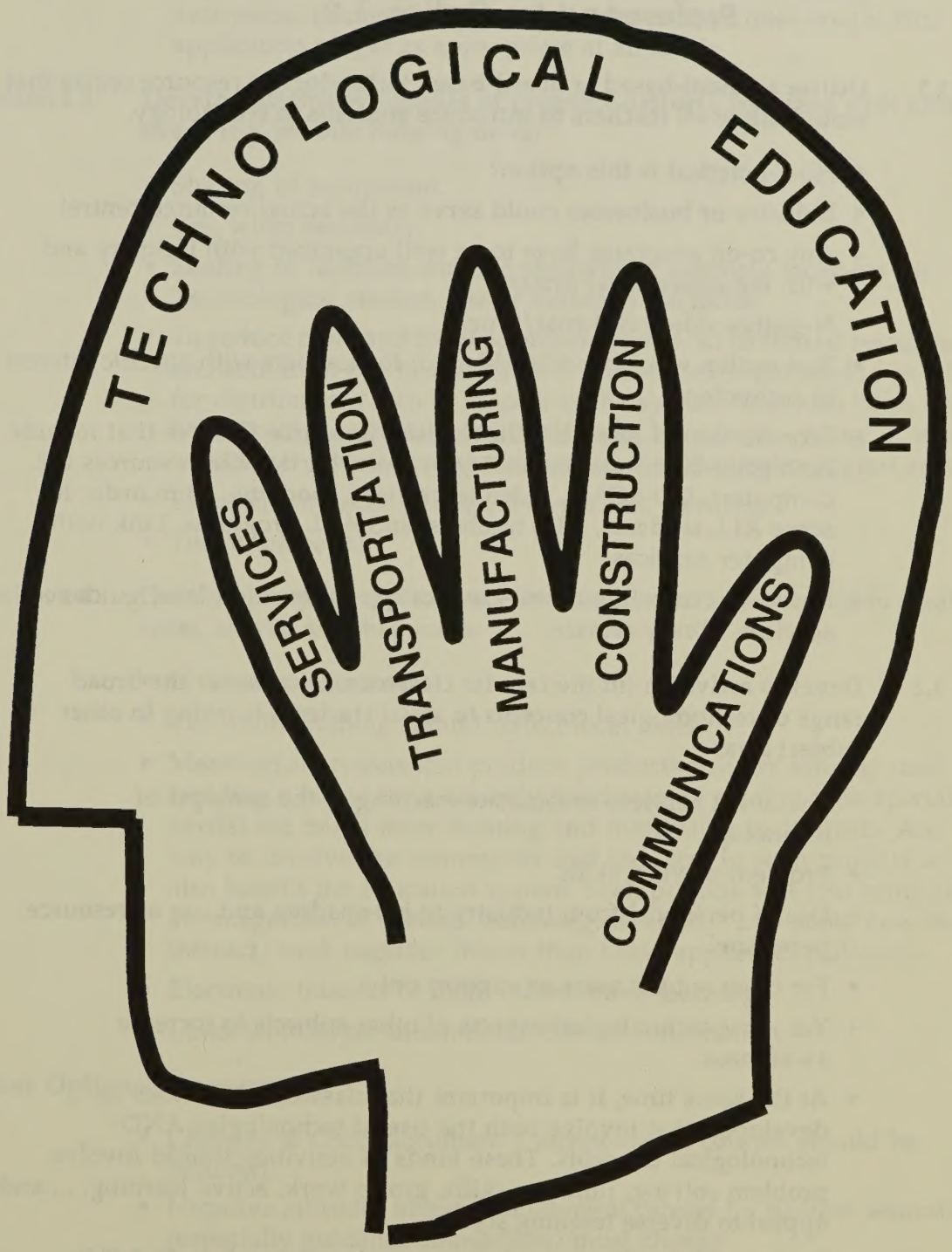
Appendix B

Technological Education Flow Chart



* Elective for Grade 6 D & T means an optional Board program

Appendix C



V. Andreychuk
Technological Studies Department Head
Scott Park Secondary School
Hamilton, Ontario

ISSUE 1: HOW CAN TECHNOLOGICAL LITERACY BE DEVELOPED AS A BASIC SKILL FOR ALL?

Preference for Option 1.2.

Option 1.1 **Utilize a school-based or board-based technological resource centre that would allow all teachers to introduce students to technology.**

- How practical is this option?
- Industry or businesses could serve as the actual resource centre!
- Any co-op programs have to be well organized with industry and with the educational system.
- Negative side travel cost/time.
- Best option would be school-based, for teachers with specific interest in technology.
- Schools should establish Curriculum Resource Centres that include both print-based and technology-related curriculum resources (i.e. computers, CD-ROMS, video laser disks, modems, ...) in order to serve ALL students, ALL teachers, and ALL programs. Link with computer services.
- Resource centre in school – utilize communication labs, guidance services, library service.

Option 1.2 **Develop activities (in the regular classroom) that cover the broad range of technological concepts to assist students learning in other subject areas**

- Use of Kit Services to facilitate teaching of the concepts of technology.
- Problem-solving skills.
- Use of personnel from industry to job-shadow and use as resource personnel.
- For other subject areas as support only.
- Yes – use technological aspects of other subjects to increase awareness.
- At the same time, it is important that classroom activities be developed that involve both the use of technologies AND technological concepts. These kinds of activities should involve problem solving, thinking skills, group work, active learning, ... and appeal to diverse learning styles.
- Begin in Junior Kindergarten, continuing through to O.A.C.'s.
- Have "teams" of teachers from various subject areas co-ordinate work on a theme doing activities and projects that are broadly based.
- Co-op Ed., I.E.C., sabbatical, linkage, networking, exchanges, integration of different subject areas, activity-based technological

know how in other areas, relationship of subjects amongst each other should all be pursued.

- Develop activities utilizing technological advancements available at as early a level as possible (Junior Kindergarten). Develop awareness, understanding, comfort level. Principles taught first and application taught as appropriate at all levels.

Option 1.3 **Develop alternative modes of program delivery for areas with unique needs (e.g. mobile training units)**

- Sharing of equipment.
- Yes, when necessary.
- Sharing of facilities, moving students to alternate locations for Technological studies, use of industrial facilities.
- To reduce costs and focus teams of experts, KITS (boxed resources and activities) can be created at the Board level and made available for distribution/loan to schools in the system. This also helps bring high quality, consistent materials to ALL teachers – many of whom would feel reluctant or threatened to step into technological areas.
- Electronic transfer of data, information, learning.
- Too impersonal.

Option 1.4 **Develop practical applications for broad-based technologies in rural areas, as well as urban areas.**

- Is this cost effective?
- Yes, skills training should reflect local needs.
- Meaningful projects that produce products that are actually used (eg. building a house for a severely handicapped student with special needs) are much more exciting and motivating to students. Any way to involve the community and industry in such projects will also benefit the education system. Such projects will also bring about an integration of various technological areas – and show how they interact/work together (better than being applied in isolation).
- Electronic transfer of data, information, learning.
- Links with larger urban areas. Shared information.

Other Options/Comments

- Changes to OS:IS document – technological courses should be required.
- Negative attitudes about technological careers by parents, educators (especially guidance counsellors) must change.
- Teacher's aid recommended for set-up and assistance of equipment and kits.
- Begin Design and Technology in Junior Kindergarten.

- Any information that is produced (via written memo) is outdated as soon as it goes to print.
- A lot of information to share – who should co-ordinate it.
- Beginning level – need for centralized resources both material and paper so that teachers can work with primary and junior students.
  - how to's, what to's?
  - no classroom or school can afford to house all the necessary materials.
  - basic understanding of the need for and the terms involved.
- In the middle grades – work with projects that involve problem solving, start to finish.
  - involve business and industry involved in technology to come to the schools as well as the students coming to them for awareness of what is there; what is available.
- Industry and Labour should be involved with educators to outline their needs rather than just being content with what they get.
- Employer sponsored school centres for specific training for promotion of a specific career.

ISSUE 2: WHEN SHOULD TECHNOLOGICAL EDUCATION BEGIN?

Option 2.1 overwhelming choice.

Option 2.1 **Introduce Technological Education programs in the Early Years (Junior Kindergarten/Senior Kindergarten) and the Formative Years (Grades 1–6) that lead to Technological Education Studies programs in the Transition Years (Grades 7, 8, 9) and the Specialization Years (10, 11, 12/OAC)**

- Technological Education is part of our everyday life. Let students explore by having work centres for building small projects.
- Closer links and co-operation between elementary and secondary schools.
- Yes, can't start too soon!

Option 2.2 **Start Technological Education programs in Grade 4.**

- Too late.

Option 2.3 **Continue to offer Technological Education starting in the Transition Years (Grade 7).**

- Relate English and Math to technological subjects.
- Too late.

Other Options/Comments

- Concept of head and hands working together. (See diagram attached.)

ISSUE 3: HOW SHOULD FEMALES BE ENCOURAGED TO ACTIVELY PARTICIPATE IN TECHNOLOGICAL EDUCATION?

All Options are recommended.

Option 3.1 **Develop incentive programs that provide opportunities for more women to teach technology.**

- Provide female role models for students to talk to.
- Women have to be fully informed of all aspects of the non-traditional trades.
- Women teachers are urgently needed as role models for female students. Therefore, incentives are needed (eg. drop/reduce 5 years practical time and provide 1 year teachers' college at night/summer school). These incentives should have a 5 to 10 year sunset.

Option 3.2 **Encourage young women to take co-operative education courses and to pursue other out-of-school learning activities that will enable them to observe women in non-traditional roles (eg. job shadowing, work observation, work experience, mentorship).**

- Yes.

Option 3.3 **Review programs and delivery methods to ensure that they are sensitive to the interests and needs of the female student.**

- Yes.
- Survey female students to assess their interests and requirements.
- Offer "sunset" courses similar to intermediate division computer studies.

Option 3.4 **Develop career counselling and guidance programs that encourage women to enter technological careers.**

- Counsellors should have "industry" experience.
- Business and Technological teachers could have one line of guidance.
- Yes – people from industry to assist in school counselling.

Other Options/Comments

- Begin introducing females to technological education in Junior Kindergarten.

ISSUE 4: HOW SHOULD PROVINCIAL CURRICULUM POLICIES BE DEVELOPED IF TECHNOLOGICAL EDUCATION IS TO BE INTEGRATED OVER THE EDUCATIONAL SPECTRUM?

General support for both Options – some concerns.

Option 4.1 **Modify current curriculum policy documents to reflect an integrated model and support the integration of technology and other disciplines.**

- All Technological Studies programs should be integrated with Math, Science, Physics, English, etc.
- Students should have at least a working knowledge of computers.

Option 4.2 **Develop new curriculum policy documents to support the integration of technology in the Early Years (Junior Kindergarten/Senior Kindergarten) through the Specialization Years (Grades 10, 11, 12/OAC).**

- Agree.
- Yes – must start in early years and be included in all appropriate curriculum policy documents (eg. Math).
- Also, keep the best of what we have at the present time.

Other Options/Comments

- Keep teachers trained and up to date with latest equipment and teaching methods.

ISSUE 5: HOW SHOULD TECHNOLOGICAL EDUCATION BE MADE PART OF THE TRANSITION YEARS CORE CURRICULUM?

Support for Option 5.1, avoid Option 5.2, some support for Option 5.3.

Option 5.1 **Fully integrate Technological Education with the core curriculum.**

- Yes – should be common knowledge, integrated to the overall curriculum.
- This is the best option.
- Absolutely.

Option 5.2 **Provide an optional elective in Technological Education.**

- We agreed that this was not a desirable option.

Option 5.3 **Provide for a required area of study in Technological Education with two components – a basic core component and an elective component.**

- Alternative to 5.1.
- Technological courses and components must be taught by Technological teachers.

ISSUE 6: WHAT INFLUENCE SHOULD LOCAL NEEDS HAVE ON THE TECHNOLOGICAL EDUCATION PROGRAM OF STUDY, FROM THE BEGINNING OF ELEMENTARY SCHOOL TO THE END OF SECONDARY SCHOOL?

Option 6.3 is preferred by all but Technological Studies Heads. Real concerns with Options 6.1 and 6.2.

Option 6.1 **Local needs should determine core content.**

- Not as the only factor, or we'll see no continuity in curriculum, even within a certain city or county.

Option 6.2 **The provincial core curriculum should be adaptable to meet local needs.**

- We assume "local" means "school board" (generally speaking).
- Curriculum should have some adaptability.
- Should be relevant to local population, business, industry and economy.

Option 6.3 **Local needs should be considered only in addition to province-wide core content.**

- Best option.
- Kindergarten–6 →day-to-day activities and learning to include technological education core.
- Gr. 7–9 →Increase hands-on and practical technology. Stress literacy and math skills.
- Gr. 10 —Increase local needs involvement.
- Gr. 11, 12/OAC —Specialization toward local needs.

Other Options/Comments

- Provincial level should be aware of changing technologies to provide the "guiding" light for local boards and curriculums.

ISSUE 7: HOW SHOULD OPPORTUNITIES FOR SPECIALIZED TRAINING BE ACCOMMODATED WITHIN THE BROAD-BASED TECHNOLOGIES?

Option 7.3 is unanimously approved.

Option 7.1 **Students should be able to specialize after a broad-based program has been successfully completed.**

- Benefits of more information.
- This option will be viable in a few years after students have been introduced to technologies in Junior Kindergarten and continued exposure through elementary school.

Option 7.2 **Students should be able to specialize through community partnerships of on-the-job learning programs, that are tied to broad-based in-school programs.**

- Co-op, Integrated Training and Apprenticeship Programs are very successful.
- Encourage all forms of work experience even at grade 9 and before so students can combine actual job performance with academic training.
- Not reliable; very hard to monitor.

Option 7.3 **Specialized programs should be given as an integral part of a broad-based program.**

- Specialized subjects could reflect local needs.
- This is done now after consultation with Technological and Guidance Departments and is in the best interests of the student.
- Work experience programs should begin with job observation (one day) in grades 5–6 and should contain a full spectrum of opportunities through S.S.W.A.P.

Option 7.4 **Specialized technological subjects should be offered without a prerequisite.**

- Students should have the foundation course first.

Option 7.5 **No specialization should be offered.**

- Where practical, economical, and manageable, specializations should be offered.
- Strongly disagree (Tech Heads).

Other Options/Comments

- Industry wants employees to be able to learn continuously and adapt to changing business conditions. Broad-based technological education allows for more opportunity for the employee to advance within a company.

ISSUE 8: WHAT KINDS OF WORKPLACE LEARNING SHOULD SUPPLEMENT TECHNOLOGICAL EDUCATION PROGRAMS?

Options 8.2 and 8.3 are excellent. Option 8.1 is limiting. All are excellent ideas – not mutually exclusive.

Option 8.1 **Co-operative education programs should be used to develop links between the school and the local community.**

- We agree that co-op education is valuable, but it is only one type of useful strategy for developing links between schools and the community.
- Advisory boards – input from the community or area based (school areas).
- Excellent idea – expand.
- Only if Co-op is tied to school subject.

Option 8.2 **Partnerships should be developed with the community to encourage students to explore various career opportunities (eg. job shadowing, work observation, work experience, adopt-a-school, etc.)**

- Yes – these are other ways of establishing links and should be encouraged.
- Is a partnership only one partner or can it be several partners – as it is now, it is very limited.
- Adopt a school – one area, eg. auto, would be adopted by all schools, eg. study of transportation.
- Work experience programs should begin with job observation(one day) in grades 5–6 and should contain a full spectrum of opportunities through S.S.W.A.P.

Option 8.3 **Formal linkages such as a school-workplace apprenticeship programs should be developed for students who wish to learn job specific skills.**

- Serious consideration should be given to the *reverse link*! That is, workers from industry/community should have the opportunity to visit school shops/classes to experience applications of newer technologies and even undergo job retraining.
- So far this program has been limited, why?
  - not hiring
  - no need of apprentices – cost factor?
  - bad co-ordination (limited resources)
  - opinions and impressions of this program
- Workable and desirable.

Other Options/Comments

- It was pointed out today that students from our auto mechanics courses are finding that the technologies in the schools' auto shops are more advanced than what exists in their co-op placements in local garages. A valuable public service and PR could be achieved by training such local businesses using new school facilities.

ISSUE 9: HOW SHOULD CO-OPERATIVE EDUCATION COMPLEMENT TECHNOLOGICAL EDUCATION?

Options 9.2 and 9.3 are supported. Option 9.1 is not supported.

Option 9.1 **Co-operative Education should be mandatory for all specialized technological programs.**

- No. There may not be sufficient QUALITY placements for students in such programs. This is true in rural regions – AND in urban areas which have multiple school boards trying to access limited job placement opportunities. Also, economic conditions may dictate whether or not companies are willing to participate. (When workers are being laid off who can justify student co-op placements?)
- Recommendation: co-op for unspecialized programs so that a student can experiment and thus find his true area of interest in the technology area.

Option 9.2 **Co-operative Education should be offered to enhance all technological programs and to explore career opportunities.**

- We wholeheartedly agree with this statement.
- Co-op placements can also be extended to apply to apprenticeship programs.
- More opportunities and choices must be made available.

Option 9.3 **Other out-of-school learning programs should be developed earlier (ie. in the Transition Years) to prepare students for a co-operative education experience.**

- Job shadowing (or pairing middle school student with a senior co-op student on a job placement) could benefit such students without arousing "employee" concerns about having such youngsters on site.
- "Mentoring" – assignments involving having a youngster linked to someone willing to share their expertise are useful. Such "mentoring" could even be accomplished by using *Telecomputing*: having an expert on-line, or respond to questions via an electronic bulletin board or computer conferencing.
- Consider student and school needs as well.

ISSUE 10: HOW SHOULD THE UNIQUE NEEDS OF THE INDIVIDUAL STUDENT BE MET?

Options 10.2 and 10.3 are viable. Option 10.1 is not supported.

Option 10.1 **Ensure the program, the facilities, and the delivery mode are flexible enough to meet the needs of <u>every</u> student.**

- We have trouble with the words "ensure" and "every" ...! The idea is the IDEAL – but practically impossible because of costs of facilities and human resources required. In these tough economic times it is impossible to implement such an option.
- Ensure flexibility.

Option 10.2 **Adapt evaluation systems to recognize the needs of the individual student.**

- More weight on practical application.
- Evaluation cannot be based on marks only?

  It must involve other activities, ie. the practical as well as the theory must be evaluated.
- What is meant by needs – (don't speak in) absolutes – again flexibility is the key.
- Being done in many cases.

Option 10.3 **Require boards to outline how the needs of each student are to be met.**

- Boards, from Trustees to Superintendent to teachers must realize that communities, school and students vary considerably, therefore, anything fixed will not suffice – flexibility, and consideration of the communities' needs, students' needs must be addressed.

Other Options/Comments

- Try to meet the needs of individual students — this is what we should be striving to attain in <u>ALL</u> of our programs.
- Have "Technological Learning Resource" teachers available.

ISSUE 11: HOW SHOULD THE SPECIAL NEEDS OF THE FRANCOPHONE STUDENT BE MET?

There needs to be provincial and system plans in place to address the need for training and placements.

Option 11.1 **Develop a needs survey to identify specific francophone needs.**

Option 11.2 **Design programs that will ensure equality of opportunity in education at all levels, and that recognize identified francophone needs.**

Option 11.3 **Encourage more francophone students and employers to participate in the various programs.**

Option 11.4 **Provide incentives for French language faculties to train technological education teachers.**

Other Options/Comments

- All students have the same needs!

ISSUE 12: AT WHAT STAGE SHOULD THE ACQUISITION OF SPECIFIC SKILLS OCCUR?

A combination of Options 12.2 and 12.3.

Option 12.1 **Specific skills should be taught after the student leaves secondary school.**

- Certain skills may be so unique that there is no other option but a basis should be laid in the secondary school.
- Many specific skills must be taught before students leave secondary school.

Option 12.2 **Specific skills should be acquired through on-the-job learning such as co-operative education, or on-the-job training such as school workplace apprenticeship programs.**

- Only as an option for those students requesting it.

Option 12.3 **In-school programs should provide opportunities for learning specific skills.**

- In co-operation with businesses that require the skills, skill centres could be set up either in the school or workplace for credit.
- Only in the "specialization years" Grades 11 and 12.

Other Options/Comments

- Junior Kindergarten – Grade 8 students should be exposed to all skills (technology, writing, reading, etc.).
- Controlled specialization in secondary school which allows intellectual growth. Continue foundation on all skills with exposure to other areas.
- Availability of specialization but not at the expense of broad range of skills.
- Schools require a larger network of contacts and co-operation with employers to provide two-way communication and support.

ISSUE 13: HOW SHOULD TEACHER EDUCATION BE RESTRUCTURED FOR TEACHERS OF TECHNOLOGICAL EDUCATION?

Option 13.7 is the most appropriate when you include 13.1 and 13.6.

Option 13.1 **Provide for on-going recognized updating/upgrading courses.**

- Must be recognized monetarily.
- Regularly scheduled throughout a Technological teacher's career.

Option 13.2 **Provide short-term leave/exchange opportunities for teachers to allow for job shadowing/placement in business and industry.**

- A necessary supplement, invaluable financially but probably not realistic.

Option 13.3 **Provide in-servicing opportunities to shadow exemplary teachers in their own subject area as well as other subject areas.**

- Yes.
- Are we not going to get the new ideas or requirements from industry?

Option 13.4 **Provide for growth opportunities through peer visitation of other teachers in their classrooms.**

- Yes.

Option 13.5 **Provide a co-operative education model for teacher training and re-training.**

- Yes.

Option 13.6 **Ensure that programs offered by the Faculties of Education reflect the changes in pedagogy and philosophy that result in the integration of technology into the education system.**

- Must include the teaching and understanding of problem solving skills and attitudes.
- New teachers in all subject areas.
- Acceptance to teachers' colleges of the top 15% academically make it difficult to sell to kids the non-academic careers.
- They must be the leaders!

Option 13.7 **Change the requirements and approach to teacher training and in-service.**

- YES!!
- See 13.1 and 13.6

Other Options/Comments

- Combination of 13.6 and 13.7 in order to be relevant to the direction school system is going. Students today are very different from 10–20 years ago. Teacher re-training today is virtually non-existent and that fact does not facilitate a teacher's ability to deliver in ways that are required/relevant.
- More teacher employee contacts to look at what is going on and what is required.
- Use the employers as a resource in the classroom.
- "Learning for Life" means Technological Studies teachers too! Therefore the means must be provided to continue this learning process such as teacher release time financing.

ADDITIONAL ISSUES

The Technological Education work team has identified a number of additional questions beyond the 13 major issues. Your response to these questions and concerns would be most appreciated.

1. **How essential is it that every student graduate from the Ontario school system with a solid foundation in Technology?**

   Core essential for all, those who wish should have access to specialized programs.

2. **How can technological literacy be developed as a basic skill for all?**

   By allowing all students access to technological concepts and skills beginning in Junior Kindergarten.

3. **Should the relationship of hands-on technologically sound activities and thematic units as they are presented in the primary grades be adapted at all levels?**

   Yes. (ASK us ... we're doing it!)

4. **How should the open-ended problem-solving model be developed?**

   Using the Pepp/Robinson/Poss Models (O.I.S.E.). From a set of generic inter-disciplinary skills contracted out by the Ministry and made mandatory.

5. **What should be the marketing strategies for the changing image of technological education?**

   Major government initiative at all levels.

   Requires attitude change similar to *"Drinking and Driving"*.

   Better and easier access to training, targeting elementary parents and students.

6. **How should local advisory committees be developed to co-ordinate:**

   i) the unique needs of the community?

   ii) the integration of technological education with academic programs?

   iii) the development of resource materials for implementation of new programs?

   i) Industry, Business, Community, Education Councils.

   ii) Integrate Academics/Technologies so they complement one another.

   iii) Boards and Ministry must continue co-operating in this area.

   iv) One school at a time.

7. **Should mathematics, science and technology be an integrated component of the core curriculum in the Transition Years (Grades 7–9)?**

   It should be integrated in relevant and realistic ways. Artificial "inter-disciplinary" results in a poorer quality program than a good quality separate program.

8. **What is the best method for effecting changes in pedagogy to ensure problem-solving, activity-based learning?**

   Inservice – Inservice — Inservice and time to allow changes to take effect.

   Tangible support of those making the changes (eg. *Prototype funding for Hamilton).*

9. **What time factor should be allocated for Technological Education core in the Transition Years (Grades 7–9)?**

   60 minutes per day (including all aspects – science, computer applications, applied math, design and technology).

10. **How can boards be encouraged to continue the enhancement of Technological Education?**

    Continual course and equipment renewal.

    Provide financial incentives for industry to support.

11. **How can the technology and apprenticeship programs be integrated?**

    Keep them flexible and broad based, and "educate" employers and employees on the benefits.

12. **How can the curriculum be adapted to incorporate the continually changing technologies?**

    Be flexible; continuous teacher upgrading.

    Reward those making change.

13. **How can all teachers be encouraged to be involved in the delivery of an integrated technological education program?**

    Continuous intake of appropriately trained teachers; develop a positive "attitude" to continuous "inservice".

    Model life long learning.

14. **How should community involvement be promoted for technological education?**

    Technological Studies Departments must keep the community informed about what they are doing by running open houses, Technological Showcases, and Technological Fairs. We provide students and assistance to industry, they provide work stations, expertise and equipment to us.

15. **How should teacher training be established to facilitate teacher in-service in Technological Education for the Early and Formative Years (Junior Kindergarten – Grade 6)?**

    Teachers attend technological courses, new teachers should have some technological training, have a resource teacher, promote visitation and exchanges, promote one week job exchanges.

16. **How should teacher education programs be restructured to reflect the broad-based technology programs?**

    Need incentives to get broad-based qualifications (ABQs), but still require qualified, subject-specific technological teachers (i.e. Automotive).

17. **How should teacher education be restructured to attract more potential teachers from business and industry into technological education?**

    Advertise more, hire creative, entrepreneurial thinkers willing to try risks, offer them a challenge and a rewarding career.

    Cut the bureaucracy!!

    Reward creativity.

18. **Which institutions are best suited for the delivery of technological teacher education programs?**

    Community colleges for Technological teachers and local secondary schools for practice teaching ... "pay" mentor teacher in in-service or time off for own study.

19. **To what extent should technological studies teachers and guidance counsellors be providing career education activities in technological education?**

    As required and as part of the curriculum.

    With up-to-date data from province and community.

20. **How can more active partnerships be developed between technological studies teachers and other staff in more effective program delivery of the broad-based technologies?**

    More involvement by all teachers; this collegial atmosphere must evolve and develop.

    More pressure and support from principal.

21. **How can career counselling and mentoring be more effectively emphasized in technological education?**

    Make career counselling part of curriculum in the technological studies classes and have a practicing technological teacher available in Guidance department for 1 – 2 lines.

22. How can the image of technological education be improved?

By advertising and marketing, i.e. The War in the Gulf — the sophisticated equipment and the personnel required to design, build, use and maintain it.

A MAJOR federal, provincial and local campaign!!!

23. How should elementary teachers be made aware of the importance of technological education?

Most are female. Therefore in-service, tours, conferences might be a good beginning to build on.

ASK them!!

Work through board Affirmative Action Staff.

AGENDA

DEVELOPMENT COMMITTEE

1991 09 05

Confirmation of the minutes of the regular meeting of 1991 06 06 and special meetings of 1991 05 30 and 1991 06 17.
missing missing

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Program Department Strategic Planning

   . Program Objectives
   . Adult and Continuing Education Action Team Report — Pages 1 to 11

2. Update - Report re Global Education

NEW BUSINESS:

1. Computers Across the Curriculum - Response to the Ministry's Paper — Pages 12 to 15

2. Report of the Child Care Committee — Page 16

Education Centre
100 Main Street West
Hamilton, Ontario
1991 09 05

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

During the months of May and June, 1991 many of the recommendations flowing from the report of the Adult and Continuing Education Action Team were presented to the Development Committee for discussion and approval.

At this time the remaining recommendations are presented for consideration - It is recommended that:

The following recommendations of the Adult and Continuing Education Education Action Team Report be approved: i) Heritage Language Programs - Recommendations 5 and 6 ii) Evening School Programs - Recommendation 9 iii) Adult Day School Credit Program - Recommendations 14 and 15 iv) Correspondence/Self-Study Credit Programs - Recommendations 25, 26, and 27 v) Global Recommendations 28, 29, 31, 36, 37, 38, 39, and 40

Prepared and Submitted by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

Rationale:
The Summer Skill Program for elementary pupils ceased to exist in 1989 after more than twenty (20) years of continuous operation. Previously the program focussed on elementary students who were too young for employment and too old to participate in playground activities (grades 6, 7 and 8). The program involved academic remediation and many interest and physical skills courses.

Presently in this board, there are courses available for adults and secondary school students but nothing available for elementary students. The nature of the program being suggested here is in keeping with the programs offered by the Halton, Hamilton-Wentworth Roman Catholic Separate, London, Scarborough, Peel and other Boards of Education.

Implications:
This program would be preventative in nature and assist students in skill building in the short term as well as possibly helping with long term retention. In addition, it would provide remedial and E.S.L. programs for the ever-increasing numbers of immigrant students.

Cost Implications: The expenditures for teacher salaries, instructional supplies and administrative costs would be largely offset by the available grants. A class of sixteen (16) students would virtually make the program cost recoverable. Detailed costing to be part of the 1992 budget projections.

Timeline: *July 1, 1992*

HERITAGE LANGUAGE

The legislation has mandated Heritage Language classes for elementary students in after school hours. They are non-credit and must be offered when a community group with a class of 18 students makes the request.

5) *Recommendation:*
The exemplary programing for elementary students be maintained.

Rationale:
The Hamilton Board needs to maintain this service to the community.

Implications:
Continue to address the multicultural needs of the community.

Cost Implications: This program is completely cost recoverable through the grant structure.

Timeline; *On-going*

6) *Recommendation:*
The opportunity for secondary school students to obtain third language credits at summer school and/or night school be made available under the new Ministry of Education's International Language guidelines.

Rationale:
There is growing interest in the community to take advantage of the opportunities afforded under the new guideline. This would be especially true given the successful non-credit elementary Heritage Language Program presently in place.

Cost Implications: It is estimated that this action would reduce the deficit for this program by approximately $45,000.00.

Timeline: *September 1, 1991*

8) *Recommendation:*
The number of evening school credit sites be maintained at four (4) with one site being for Ontario Academic Credit (O.A.C.)

Rationale:
Geographically, this model addresses the various areas of the city. Also, clustering the O.A.C.'s in one site helps to maintain a wider variety of course selection.

Implications:
The 4 school semestered model should help in terms of recommendation #1 (retention) and recommendation #2 (class size). To expand beyond that would hinder the implementation of these recommendations.

Cost Implications: None

Timeline: *September 1, 1991*

9) *Recommendation:*
A day-time student be permitted to take a night school credit(s) with the permission of his/her day school principal given the following criteria: the course is not available at the day school; or course is not accessible in the student's timetable; or the student is taking his/her last credit; or there are exceptional circumstances requiring special consideration.

Rationale:
Far too often, some students overload themselves by adding an extra subject to their already full timetable. Such a decision affects both their night school course and their day school work.

On the other hand, students who cannot access courses at their home school because of timetable conflicts might be able to solve the same with a night school course.

Implications:
Each day school student's request to attend night school would be judged on its individual merits.

Cost Implications: None

Timeline: *September, 1991*

ENGLISH AS A SECOND LANGUAGE ADULT PROGRAMS

Adult E.S.L. students wish to enter secondary school in Hamilton for many reasons: some have completed most of their secondary education in their own country and wish to upgrade their English as part of their O.S.S.D. requirements; some are graduates in their own countries who need experience in content subjects as well as E.S.L. at an advanced level for post secondary admission requirements; some adults are just beginning to learn English and require intensive language programming at the non-

limited number of adult registrants, most of whom are integrated in regular classes. There are two "stand-alone" classes at Ainslie Wood, each with 20 students enrolled. A similar situation was in place in semester one.

The two subject areas which draw the highest numbers of enrollments are business, especially computers, and technological studies. More than two-thirds (2/3) of adult registrants take business courses and close to one quarter take technological courses. The rest are spread in varying degrees over the other secondary school subject areas including Co-operative Education.

Boards of Education receive the same grant money for adults in day school classes as they do for adolescent learners. It is interesting to note that the grant for an adult (or any student) taking an average of one class a semester is one quarter the grant for an adult (or any student) taking two or more credits per semester. Of the 939 adults registered in our schools at this time, 362 adults are registered for one credit, while 653 (64%) are taking two or more.

The situation as of September 30 was much the same with 570 of 953 adults registered in two or more classes. (60%)

13) ***Recommendation:***
The current practice of allocating staff for adult lines be continued and that the norm for class size be established at twenty (20) students; however, in initiating a new course the minimum class size be established at fifteen (15) students.

Rationale:
It is impossible to justify the number of teaching lines for September based on the registrations obtained in the previous Spring. Experience has shown, however, that a combination of historical evidence and the principal's sound judgement have proven to be reliable.

Most adults select "general" level courses, which have a component staffing factor of 24. This recommendation of 20 students recognizes the wide diversity of student needs which require teacher attention.

Implications:
This recommendation recognizes that adults often have difficulty engaging in the long term planning that the normal "option sheet" process would require.

The normal process of consultation between principal and superintendent will ensure viable class size.

Cost Implications: The cost saving, using the criteria as outlined, will result in a cost savings of approximately $8,000.00 to $10,000.00 per line saved.

Timeline: ***September 1, 1991.***

14) ***Recommendation:***
Adults be encouraged to take at least two credits concurrently.

Rationale:
The net cost to the board when a student takes a single credit per semester is much greater per credit than if the student selects two credits per semester and can be counted as a full-time student.

Even so, a small deficit results, but this is much smaller than the cost of educating

a student in a full-day program. This deficit recognizes that the board does have some financial obligation toward fulfilling its mission of serving life-long learning.

Implications:
Approximately one-third (1/3) of adult students are now taking only a single credit. If half of these students were to move to two credits, the board's deficit would decrease by over $20,000.

Cost Implication: Net reduction in deficit for "adult" lines.

Timelines: ***September, 1991***

15) ***Recommendation:***
Opportunities be increased to allow adult learners the possibility of taking academic credits in regular secondary school settings.

Rationale:
It is critical that given the interest in life long learning, training and retraining that every effort be made to provide a full range of opportunity for the adult learner including day-time programs in local secondary schools.

Implications:
The availability of space in regular secondary schools to accommodate adult dedicated lines and classroom space.

Cost Implications: Short Term - None. Long Term - Requires further study.

Timeline: ***On-going***

ADULT BASIC EDUCATION PROGRAMS

The related courses and programs are designed to enable functionally illiterate adult students who require individual assistance in English and mathematics (grade 2-8) to acquire the knowledge and skills of literacy (reading and writing) and numeracy (arithmetic, measurement, geometry and problem solving) that are required to function in society or to enter the next level of education (i.e., Secondary School credit courses).

This segment of adult learners attends primarily to upgrade basic skills, build confidence and learn social and life skills.

16) ***Recommendations:***
It is expected that Adult Basic Eduction (A.B.E.) programs will be established on a cost recoverable basis in terms of salaries and instructional supplies.

Rationale:
Grant income for A.B.E. classes is dependent upon student attendance, although a major problem is the high degree of student absenteeism. With an effective teacher and judicious use of the flexible grant provisions, these classes are capable of being cost recoverable.

Rationale:
There is some evidence to suggest that a twelve month operation may not be a necessity. This requires further analysis. Therefore, in the interim it would be advisable to maintain a modified structure during the summer of 1991 in order not to impede peoples' planning related to their educational goals.

Implications:
Allows for program continuity with minimum cost implications.

Cost Implications: The existing program operated in the summer of 1990 at a cost of $47,000.00. The suggested restructuring of the program would be at cost of approximately $7,900.00 thus saving $39,100.00, in the 1991 budget.

Timeline: *July and August, 1991*

25) *Recommendation:*
No Ontario Academic Credits be offered in this program.

Rationale:
A student capable of taking an O.A.C. should be ready to be integrated into regular classes in the neighbourhood composite secondary school. In addition this helps ensure program continuity and program integrity.

Implications:
This may reduce the appeal of taking an O.A.C. for some adults.

Cost Implications: None

Timeline: *Effective, September 1, 1991*

26) *Recommendation:*
Alternative and/or supplementary curriculum materials be sought or developed which will address the wide variety of adult learners' needs and learning styles.

Rationale:
Ministry of Education Independent Learning Centre materials are highly print-oriented and addressed to the individual learner in isolation. There is a need to examine how the broader curriculum goal and individual learning styles needs to be addressed.

Implications:
The funding implications need clarification if we were to depart sharply from the correspondence/shelf-study mode of delivery.

Cost Implications: There will be additional costs for the development or purchases of these materials.

Timeline: *Initial exploration of feasibility by March 1992.*

27) *Recommendation:*
Adults entering this program be strongly encouraged to take a credit or half-credit in "Career Planning/Life Skills" under the Guidance 1984 guideline.

Rationale:
In view of the nature of many of these clients, and our proposed intent of helping them to attain a credit diploma and to return to the workplace with appropriate

skills, it would be desirable to help them, for example, to improve their study habits, organizational skills and time management.

Implication:
Allows for adult students to more effectively plan their career goals.

Cost Implicaton: Cost recoverable.

Timeline: *September 1, 1991.*

GLOBAL RECOMMENDATIONS

28) *Recommendation:*
An overall philosophy and mission statement be established for each program under the Adult and Continuing Education umbrella within the framework of the Board's Mission and Vision Statements.

Rationale:
Each of the program offerings within the Adult and Continuing Education Department provides a unique service to a portion of our public at large. Given the specialized nature of the individual mandate it is important that a clear purpose and direction be evident for each program. Therefore a clear vision statement within the framework of the Board's Mission and Vision Statements is most appropriate.

Implication:
This will provide the department with clear direction in each of these areas as well as providing a framework for Program Accountability.

Cost Implication: None

Timeline: *Fall 1991.*

29) *Recommendation:*
Every effort be made to facilitate an atmosphere of co-operation among the three Boards of Education, Mohawk College and various community agencies as it relates specifically to Adult and Continuing Education.

Rationale:
It is important that a comprehensive series of program offerings be available to the citizens of this community while avoiding duplication among the various Boards, Colleges and Agencies.

Implications:
Comprehensive service without duplication.

Cost Implications: None

Timeline: *On-going.*

30) *Recommendation:*
An Advisory Council made up of Community Representatives, Trustees, Adult Learners and Board Officials be established to advise on the development of future Adult Education programs.

Rationale:
In order for Adult and Continuing Education programs to be effective, they clearly have to meet the needs of the adult community at large. In order to facilitate needed direction and sound decision making, it is imperative that this department

have an accurate assessment of the needs and developments within the community. An advisory committee made of up of business, labour, social services and government agencies is essential to this kind of strategic and operational planning.

Implication:
This would clearly give an added dimension to the strategic planning and development of specific goals for Adult Education while at the same time extending a sense of ownership and partnership with the community.

Cost Implications: None

Timeline: Spring, 1991.

31) *Recommendation:*
Strong initiatives be developed related to staff development activities for those employees engaged in the teaching of adults across the many program offerings of this Board.

Rationale:
It is very clear from all of the research and literature that the success of any program is directly dependent upon the quality of the instruction. In the same manner that this Board places considerable emphasis on staff development related to pedagogy, i.e., the instruction of young people, there is a need to place a similar emphasis on the need for androgogy, i.e., the teaching of adults. It is important to recognize that the staff development needs of those teaching young people are significantly different than those engaged in teaching adults.

Implication:
This recommendation should be forwarded to the Staff Development Action Team for its consideration in developing the overall Staff Development Directions for this Board.

Cost Implications: Yet to be determined.

Timeline: Fall, 1991.

32) *Recommendation:*
The Fairview Adult Learning Centre be closed and existing programs housed at alternative sites.

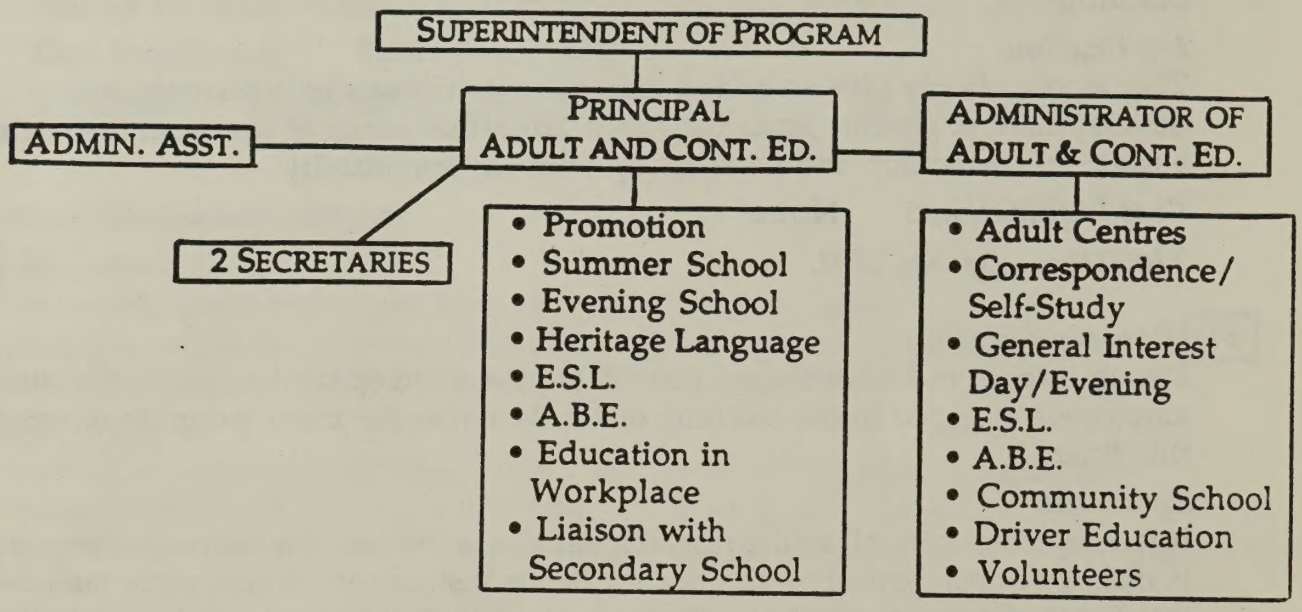
Rationale:
The present location of Fairview is not advantageous and presently has a limited number of programs on site. Each of the courses presently being offered at that site could be offered equally effectively at alternative locations.

Implication:
There would be no loss of service to the public in that they could obtain the same program at other locations. The cost savings resulting in this closure could be used more effectively in providing other services to the public.

Cost Implications: The annualized saving of this closure would be approximately $146,000.00 including salaries and operational costs. The savings for the 1991 budget would be $48,600.00.

Timeline: June 30, 1991.

ADULT AND CONTINUING EDUCATION DEPARTMENT
PROPOSED ORGANIZATION CHART



36) ***Recommendation:***

A longitudinal study be established by the Adult and Continuing Education Department in conjunction with the Research Department to ascertain those factors which contribute to the high attrition rates for night school, adult day school and summer school programs.

Rationale:

The attrition rates for each of these programs is substantially higher than it is for regular day school programs. Although there are a number of contributing factors to this, it is difficult to determine at this point, which are factors more prevalent and equally importantly how we might deal with the dropout factor. By undertaking a study of this nature we would have better data in which to plan and make decisions. In terms of strategic planning, this kind of information is essential.

Implications:

The data generated would allow for more effective planning and decision making and thus improve our service to the clientele being served by this department.

Cost Implication: At this point there has been no final determination related to specific costs. However; a tracking mechanism could be easily established which would allow existing personnel to obtain the necessary data. It is not anticipated that this would be a voluminous task or would require a great deal of time and effort from the Research Department. What would initially be required is assistance in structuring the means of collecting and analyzing the data.

Timeline: ***October, 1991.***

37) ***Recommendation:***
It is recommended that an annual report be prepared for each April providing the Senior Administration and Trustees with an ongoing update regarding the overall effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department.

Rationale:
In the spirit of program accountability and overall economic viability, there is a need to review annually the nature of the program and an opportunity to confirm or alter existing and future directions.

Implications:
The overall effectiveness of the department will be enhanced.

Cost Implications: Staff time in preparing such a report.

Timeline: Ongoing effective April, 1992

38) ***Recommendation***
The Principal ensure that for any credit program offered, Ministry of Education and Board guidelines for instruction and evaluation are followed.

Rationale:
This is in keeping with the expectations for all Principals under the legislation.

Implication:
This will ensure that the quality and integrity of the credit courses being offered throughout the system will be monitored in a uniform fashion.

Cost Implication: None

Timeline: On-going.

39) ***Recommendation***
The Principal of Adult and Continuing Education develop a plan with the Assistant Superintendent of Program to provide the necessary curriculum support for credit courses offered under the auspices of the Adult and Continuing Education Department.

Rationale:
It is important that there be substantial curriculum support for all credit courses being offered within the Adult and Continuing Education mandate.

Implication:
This will help ensure the necessary degree of uniformity and quality control associated with the credit granting process.

Cost Implications: None. This falls within the mandate of the Program Department.

Timeline July, 1991

40) ***Recommendation:***
Specific plans be developed to actively communicate to the public at large the variety of program offerings and modes of delivery available to them through the Board of Education for the City of Hamilton.

Rationale:
It is necessary to constantly review the effectiveness of the communication to our public regarding the programs being offered. Given the diversity of programs available and the need as identified, it is essential that we continue to find the best possible means of communicating program availability.

Implication:
An improved public awareness of the programs available.

Cost Implication: This will have to be analyzed within the existing framework of the advertising budget.

Timeline: ***July, 1991***

CONCLUSION:

The need for a comprehensive adult program serving the full range of needs of this community is evident. There is no doubt that there are a number of excellent elements within our delivery model; however, there remains a need to address those areas which could be improved and those programs which could be made more cost effective without compromising the quality or integrity of the program. Through on-going planning, involving the community itself, it is evident that we can maintain and extend our service level to this community.

Education Centre
100 Main Street West
Hamilton, Ontario

1991 09 05

To the Chairman and Members
Development Committee
The Hamilton Board of Education

Ladies and Gentlemen:

Re: Computers Across the Curriculum

The Ministry of Education is developing a new policy regarding computers across the curriculum to replace the small, very general Policy/Program Memorandum 91, *"Integration of Computers Into Elementary and Secondary Curriculum"* (1987). The draft of this policy (a 33 page document, plus 7 page glossary) has been released to schools. It provides more detailed direction to Ontario's educators on how to integrate computer technology into all areas of the curriculum on an equitable basis and to provide all learners (from JK to grade 12/OACs, and including adults) with computer experiences that will enhance their learning. Responsibilities of the Ministry, of school boards, of principals, and teachers are all detailed in this new policy document. The M.O.E. is seeking responses to the *Issues and Options* section that accompanies the document by October 31, 1991. These issues are summarized for your information on page 1 of the attached Executive Summary.

The Ministry released this document to schools at the beginning of June, 1991. This was not a very opportune time to organize a new system response (end of school year, exams, report cards, Action Teams involvement, holidays,...). The original response deadline was September 30th, but the M.O.E. has subsequently extended this to the end of October. The Ministry hopes to process the responses, modify the document accordingly, and officially release its new policy early in 1992 so that it is in effect for the 1992 fiscal year.

Since our board is committed to the belief that computers are effective program resources, it is important that we respond to the recommendations that the Ministry is proposing. To meet the timelines, we will have to organize our response in the month of September. It is our objective to survey various stakeholders and require their input by Friday, September 20th. Details of the response process are contained on page 2 of the Executive Summary (attached).

Recommendation:

It is recommended that the process for responding to the Ministry of Education's draft policy document *Computers Across the Curriculum*, as outlined in the attached Executive Summary, be approved.

Prepared by: Dave Didur
Curriculum Resources & Technologies Co-ordinator

Submitted by: Darrel R. Skidmore
Superintendent of Program

Approved by: Keith A. Rielly
Director of Education and Secretary

Computers Across the Curriculum
Ministry of Education
Consultation Document

Executive Summary

The following issues have been identified in the *Issues and Options* response section of the Consultation Document:

Issue 1: Are the **aims** of the document congruent with the beliefs of student learning?

Issue 2: Do you agree with the characteristics of learners, and the ways in which computers can enhance **learning**?

Issue 3a: Should **learning objectives** for all levels and subject areas be included in the policy document, or should they be the responsibility of school boards? Where should keyboarding skills be included?

Issue 3b: Who should mandate the minimum amount of **computer time** for individual student use per week? Do you agree with the specifications for ergonomically sound and comfortable **physical environments** for computer users?

Issue 4a: Beginning in 1992 school boards will be expected to submit an **annual board planning report** on the use of technology across the curriculum in order to receive Ministry funding for computer hardware, software, and professional development. This report shall include information on program goals, computer activities, curriculum support, technical support, software resources, hardware resources, professional development, and methods of evaluating the outcomes of the plan. Should such plans be approved by the full board of trustees, or by a board committee?

Issue 4b: Every school, under the direction of the principal, will be expected to develop an **annual school computer technology plan** that describes the process whereby the school shall incorporate computer technology into the school programs. What roles do the principals and their staffs have in the development, review, and implementation of such plans?

Issue 4c: Should the requirement that **teachers' plans** for their subject or groups of students include teaching and learning activities involving the use of computers be optional? How do principals evaluate such plans? Are the responsibilities of both principals and teachers reasonable?

Issue 4d: Should principals establish *Computers Across the Curriculum* **teams**?

Issue 4e: How should **parents** and the community be involved with schools regarding the use of computers across the curriculum?

Issue 5: What methods shall be used to **evaluate** board plans, school plans, teacher practices, computer activities, learners' progress,...?

A copy of the complete document may be obtained from Dave Didur, Curriculum Resources & Technologies Co-ordinator, 527-5092 ext. 313.

Response Process

Unfortunately, because of the short timeline, the expected process as approved by the Board (see attachment: *Process for Responding to Ministry of Education Program Requests*) cannot be followed exactly. There will be no time to validate the final version with the staff who provided input; however, both the spirit and the intent of the process will be adhered to. All stakeholder groups will receive a copy of the final version of our board's response, and in keeping with the Ministry plans may submit their own response to the document, if desired.

We hope to involve the following groups:

- Area Supervisors
- Program Co-ordinators
- Special Education Advisory Council
- Principals' Associations:
  HPA, HSSPC
- School Librarians' Technology Committees
- Computer Resource Teachers:
  Site Administrators, Coaches
- Home & School Executive

While teachers' federations may make their own special submissions to the Ministry, our local groups will be invited to participate in the Hamilton response if so interested.

The various inputs will be organized into a system response; the draft will be reviewed with the Superintendent of Program, Administrative Council, and Director's Council; and the final version will be submitted to the Development Committee on October 3rd. It is our hope that the report will go to the full board for approval on October 17th, and be forwarded to the Ministry in time to meet the October 31st deadline.

Attachment: *Process for Responding to Ministry of Education Program Requests*

PROCESS FOR RESPONDING TO MINISTRY OF EDUCATION PROGRAM REQUESTS

PROGRAM DEPARTMENT

Distribute Response Guide
to Senior Management, Area Supervisors
and Coordinators

↓

Process Design
Superintendents / Coordinators / Area Supervisors

↓

Team Chosen to Manage the Response

↓

Distribution of Memo and
Document to the System and Trustees

↓

Preparation of Responses by System/Stakeholder Groups

programs and departments

Area Teams
- input from schools
- Trustees input by Area

Managers / Coordinators

SEAC
Home & School
AEFO
OSSTF
OPSTF
FWT
HPA
HSSPC

↓

Audit Team

↓

Draft to Superintendent of Program

↓

Validation with System/Stakeholder Groups

↓

Revised Draft to Program Superintendent

↓

Director's Council

↓

Development Committee

↓

Board

↓

Ministry of Education

Appropriate timelines will be developed for each requested response

REPORT OF THE CHILD CARE COMMITTEE

Present: Mr. G. Korz (Chairman); Trustees Deans, McWhinnie and Cunningham.

Also Present: Trustees Hicks and Mulholland.

Officials Present: P. Gillie (Superintendent of Schools - Area 4)
G. Rappolt (Assistant Superintendent of Program [Curriculum])

The Committee recommends:

GENERAL

1. That the presentation by Mr. Marvin Sheppard, Chairman, Macphail Infant and Parent Co-operative of Hamilton Incorporated be received for information.

2. That the presentation by Ms. Judith Preston, Director, Laurier Child Care Centre (West 5th Street at Mohawk Road West) be received for information.

3. That the correspondence from Honey Bears Co-op and Lincoln Alexander Children's Centre be received for information.

Respectfully submitted

G. KORZ
Chairman

Committee Room
1991 07 10

AGENDA

DEVELOPMENT COMMITTEE

1991 10 15

Confirmation of the minutes of the regular meeting of 1991 09 05.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1.	Report re Global Education	Pages 1 to 35
2.	Report re Drug Education Policy	Pages 36 to 69
3.	Secondary School Review Committee Report	Pages 70 to 91
4.	Computers Across the Curriculum - Response to the Ministry of Education	Pages 92 to 117

ELEMENTARY/SECONDARY

NEW BUSINESS:

1.	Early Years Consultation Paper - Process for Response to the Ministry of Education	Pages 118 to 121 (Plus attached booklet)

1991 10 15

Chairman & Members
Development Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: GLOBAL EDUCATION

The complexity of contemporary society and the world itself cannot be adequately understood through a segmented examination of issues. Ecological issues cannot be separated from issues of peace and social justice: literacy, poverty and global interdependence issues cannot be separated from issues of industrialism and economics: ethnocultural issues cannot be separated from issues of spirituality, the "feminine" principle and patriarchy. They require a comprehensive approach: one which maintains an integral global perspective and yet demonstrates the interaction among variables.

Furthermore, partly because of our sophistication in global competition, free trade and the information technologies, problems which were once "away over there" are now "right here". The global issues identified in this report are areas of concern within our own community necessitating a responsibility never before experienced by teachers, administrators and trustees. It is not sufficient to merely provide curriculum strategies and resources for these issues: they require a personal as well as corporate response and actions which demonstrate commitment and social responsibility.

Global Education is not a diversion from the task of teaching the basics nor is it merely a strategy to address multiculuralism. It represents a massive shift from the way we have regarded knowledge and its acquisition. Although knowledge organized in our traditional disciplines doubles every few years, our understanding of ourselves as a species and our relationships have not expanded. All teachers regardless of discipline specialty must shift their attention horizontally and consider a broader spectrum of literacies - socio-economic, environmental, technological, ethnocultural, spiritual, developmental, etc.

Focusing on the disciplines has served the schools, universities and society well for hundreds of years. Shifting this emphasis threatens the discipline-committed members of our educational community because rigorous academic scholarship has been seen as a greater good than serving more egalitarian goals. Thus it is no surprise to see teachers in our elementary schools adopting a global education perspective more readily than their secondary counterparts because the elementary school has more readily addressed home, school and community issues which encompass local versions of changing world conditions. The major global issues are in each of our neighbourhoods if we are willing to look at them; environmental,

human rights (racism, religion, gender), peace (violence), holism (interconnected perspective), "thinking globally - acting locally", ethic, native peoples' issues (language, history, culture), developmental concerns (poverty, hunger, literacy, health) and economic (unemployment, consumption, immigration, free trade).

Since many institutions of higher learning and teacher education faculties are slow to addressing these issues, efforts to provide in-service opportunities become crucial and local boards of education must respond. **This report serves two purposes: firstly, to highlight global concerns which our board must address in the future and secondly, to report on some ways in which global education perspectives are presently being addressed in the curricula of schools.**

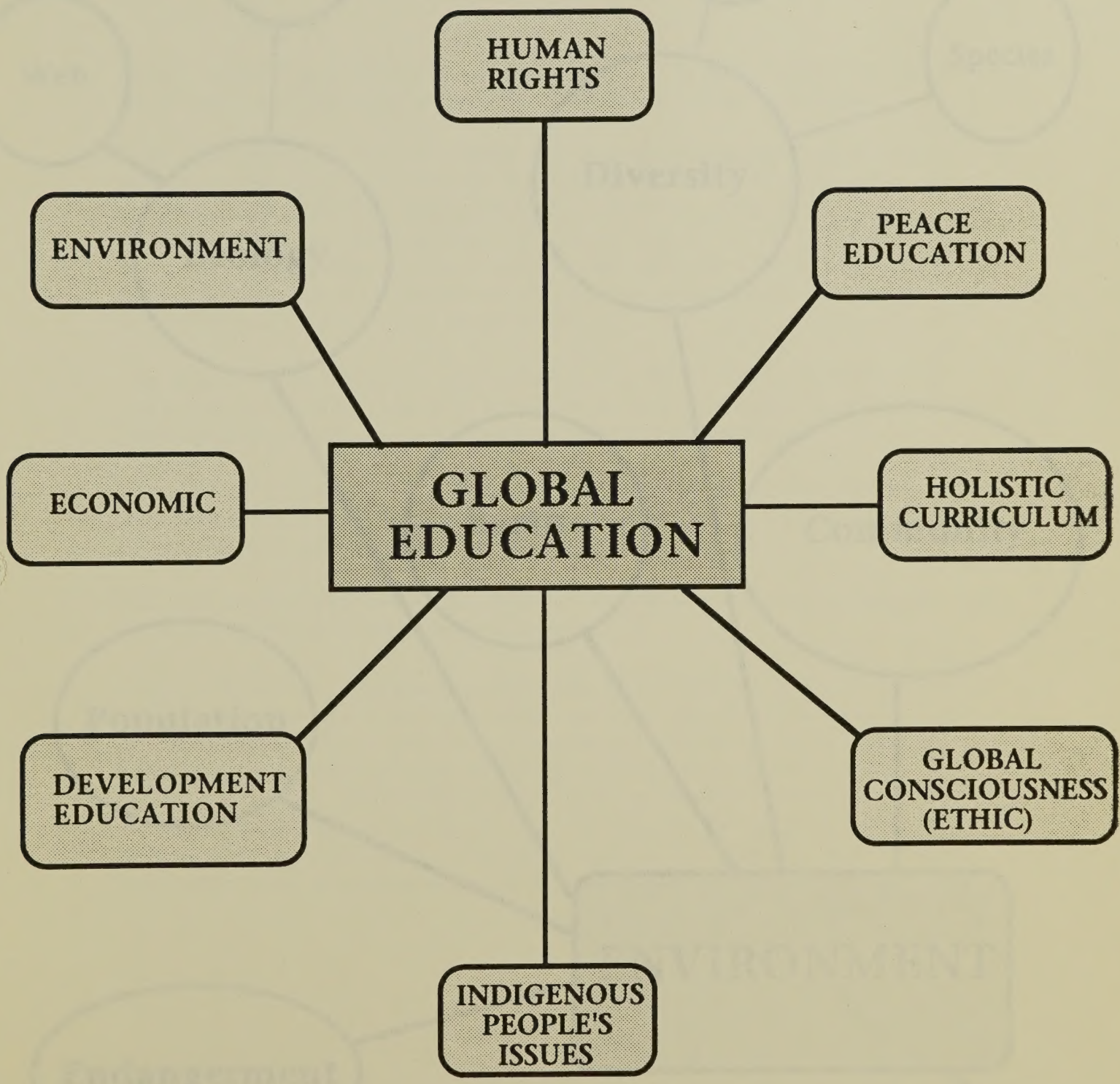
> *Like the introduction of every change in the school system, global education will come because there is no choice if the school is to be part of the learning web of every community. And any learning that is connected directly to human survival will have an intellectual and spiritual energy that will not be suppressed.*
>
> *Walter Pitman, Director*
> *Ontario Institute for Studies in Education (January, 1991)*

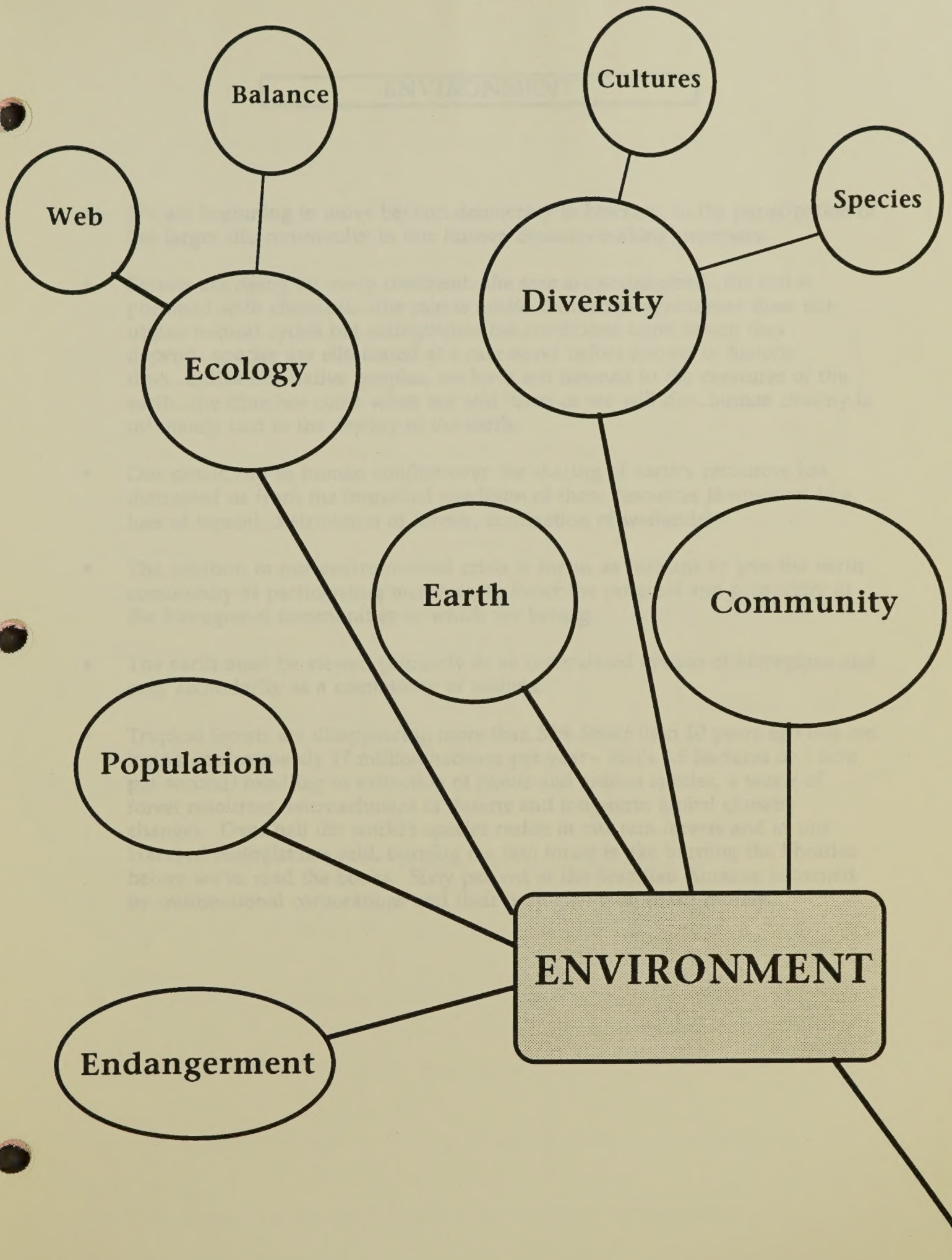
MOTION
THAT THE REPORT ON GLOBAL EDUCATION IN THE CURRICULUM, BE RECEIVED.

Prepared and Submitted by: Rick Binns, Superintendent of Schools, Area 3
Program Coordinators

Approved by: K. A. Rielly, Director of Education

/md


HUMAN RIGHTS
ENVIRONMENT
PEACE EDUCATION
ECONOMIC
GLOBAL EDUCATION
HOLISTIC CURRICULUM
DEVELOPMENT EDUCATION
GLOBAL CONSCIOUSNESS (ETHIC)
INDIGENOUS PEOPLE'S ISSUES


Balance
Web
Ecology
Cultures
Species
Diversity
Earth
Community
Population
ENVIRONMENT
Endangerment

ENVIRONMENT

- We are beginning to move beyond democracy to biocracy, to the participation of the larger life community in our human decision-making processes.

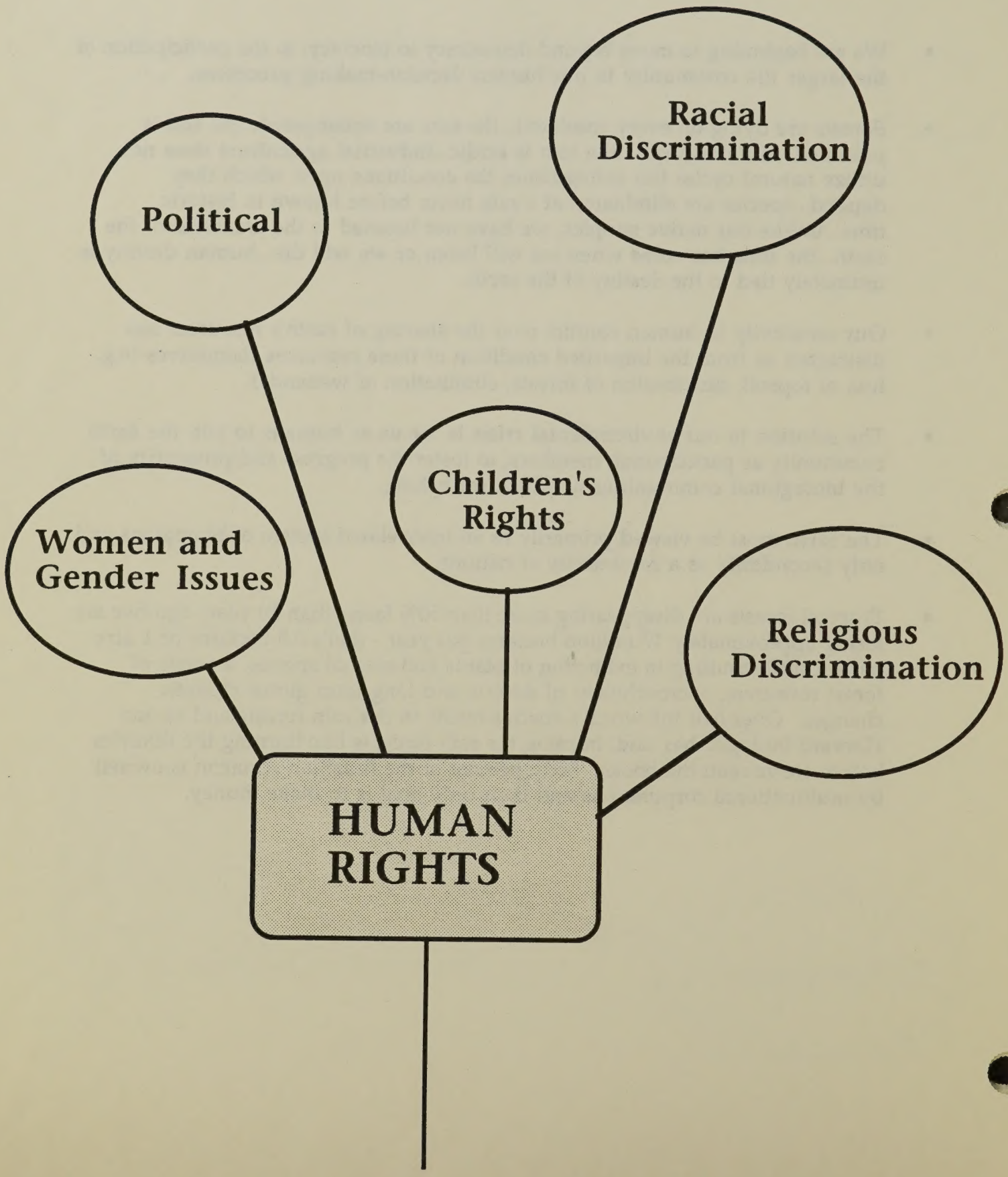
- Forests are dying on every continent...the seas are endangered...the soil is poisoned with chemicals...the rain is acidic...industrial agriculture does not utilize natural cycles but extinguishes the conditions upon which they depend...species are eliminated at a rate never before known in historic time...unlike our native peoples, we have not listened to the creatures of the earth...the time has come when we will listen or we will die...human destiny is intimately tied to the destiny of the earth.

- Our sensitivity to human conflict over the sharing of earth's resources has distracted us from the imperiled condition of these resources themselves (e.g. loss of topsoil, distribution of forests, elimination of wetlands)

- The solution to our environmental crisis is for us as humans to join the earth community as participating members, to foster the progress and prosperity of the bioregional communities to which we belong.

- The earth must be viewed primarily as an interrelated system of bioregions and only secondarily as a community of nations.

- Tropical forests are disappearing more than 50% faster than 10 years ago (we are losing approximately 17 million hectares per year - that's 0.5 hectares or 1 acre per second) resulting in extinction of plants and animal species, a waste of forest resources, encroachment of deserts and long-term global climatic changes. Over half the world's species reside in our rain forests and as one Harvard biologist has said, burning the rain forest is like burning the libraries before we've read the books. Sixty percent of the Brazilian Amazon is owned by multinational corporations and their only goal is to make money.


Racial Discrimination
Political
Children's Rights
Women and Gender Issues
Religious Discrimination
HUMAN RIGHTS

HUMAN RIGHTS

In 1948, the UN General Assembly approved the adoption of a Universal Declaration of Human Rights.

The declaration recognizes that "the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people".

On November 20, 1959, the United Nations General Assembly unanimously adopted the Declaration of the Rights of the Child - 10 principles based on the concept that "mankind owes to the child, the best it has to give".

Principle 1:
The right to enjoy these rights, regardless of race, colour, sex, religion, national or social origin.

Principle 2:
The right to learn to be useful members of society and to develop individual abilities.

Principle 3:
The right to a name and nationality.

Principle 4:
The right to adequate nutrition, housing and health care.

Principle 5:
The right to special care, if handicapped.

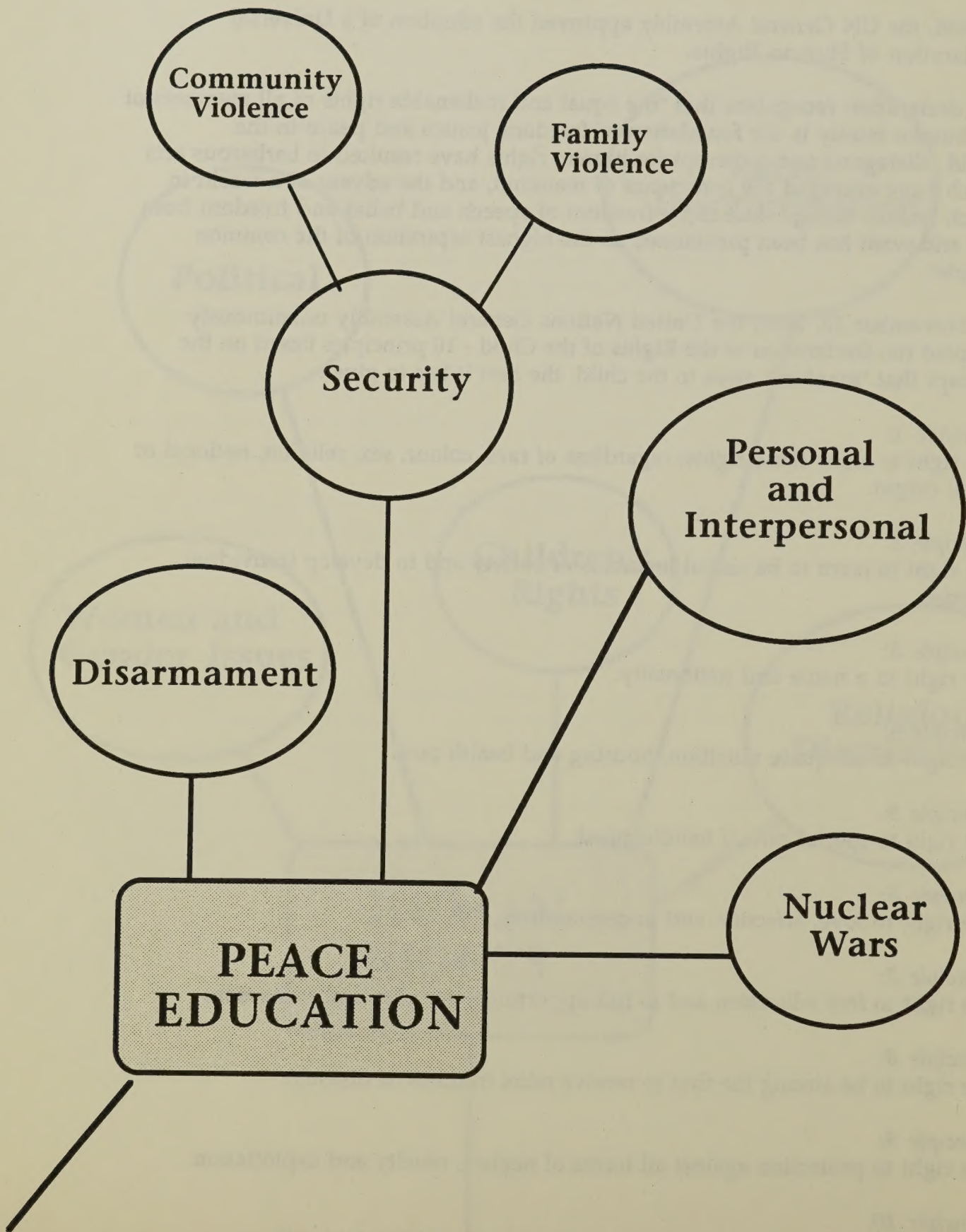
Principle 6:
The right to love, affection and understanding.

Principle 7:
The right to free education and to full opportunity for play and recreation.

Principle 8:
The right to be among the first to receive relief in times of disaster.

Principle 9:
The right to protection against all forms of neglect, cruelty and exploitation.

Principle 10:
The right to grow up in a spirit of peace and universal brotherhood.


Community Violence
Family Violence
Security
Personal and Interpersonal
Disarmament
PEACE EDUCATION
Nuclear Wars

PEACE EDUCATION

- The universe, earth, life and consciousness are all violent processes...humans have made their way amid the harshness of the natural world and have imposed their violence on the natural world.

- The proper functioning of the planet has become increasingly dependent on human wisdom and human decision...the conquest of the earth (for agriculture) led to the conquest of peoples and their lands...for the first time, the planet has become capable to self-destruction in many of its major life systems through human agency...concern for the well-being of the planet is the one concern that will bring the nations of the world into an international community.

- The next concern is to see the human itself as an integral member of the earth community, not as some lordly being free to plunder the earth for human utility..if humans will not become functional members of the earth community, how can they establish functional relationships among themselves?

- The Peace of Earth (Pax Gaia) can be understood only if we understand that the earth is a single community composed of all its geological, biological and human components.

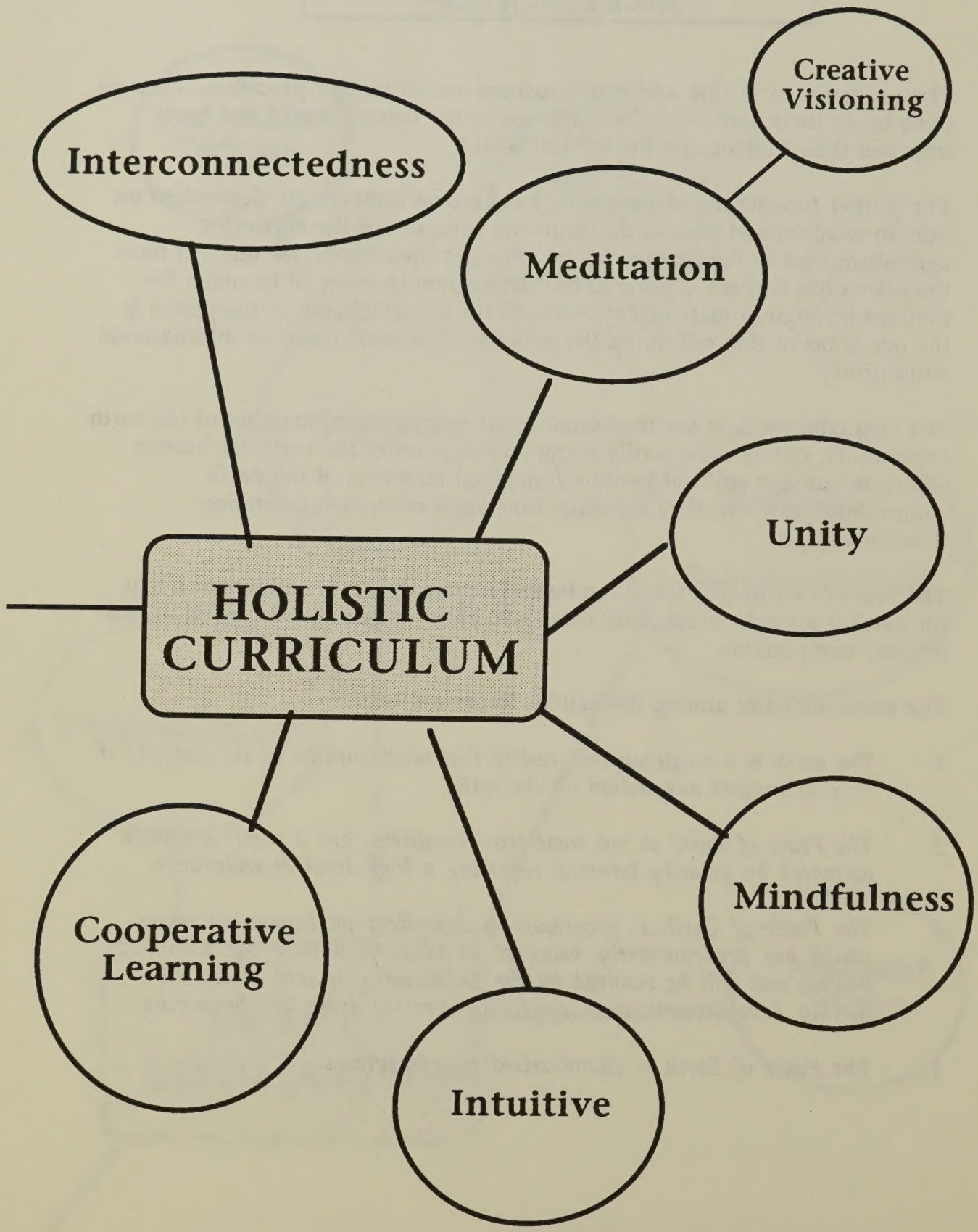
The earth mediates among the nations in several ways:

1. *The earth is a single organic reality that must survive in its integrity if it is to support any nation on the earth.*

2. *The Peace of Earth is not some fixed condition, but a creative process activated by polarity tensions requiring a high level of endurance.*

3. *The Peace of Earth is progressively dependent on human decisions which are predominantly manifest in tensions among the economic powers and will be resolved by the global unity toward which all earthly developments were implicitly directed from the beginning.*

4. *The Peace of Earth is characterized by hopefulness.*


Creative Visioning
Interconnectedness
Meditation
Unity
HOLISTIC CURRICULUM
Mindfulness
Cooperative Learning
Intuitive

HOLISTIC CURRICULUM

- The Holistic Curriculum is a way of organizing experiences which focus on the interconnections of the subject disciplines through integrated studies.

- Holistic learning enhances student transfer of knowledge and skills and provides a coalescence of concepts and relationships thereby preventing curriculum "overload" (add-ons).

- It encompasses three orientations:
  1. Skills that promote personal and social transformation
  2. A vision of social change that leads to harmony with the environment (rather than control over it)
  3. The attribution of a spiritual dimension to the environment.

- The guiding principle for this curricular position is based on an ecologically interdependent conception of nature that emphasizes the interrelatedness of phenomena.

- Broad themes focusing on areas of human concern are useful to facilitate subject integration as are planning techniques such as "mind-mapping:.

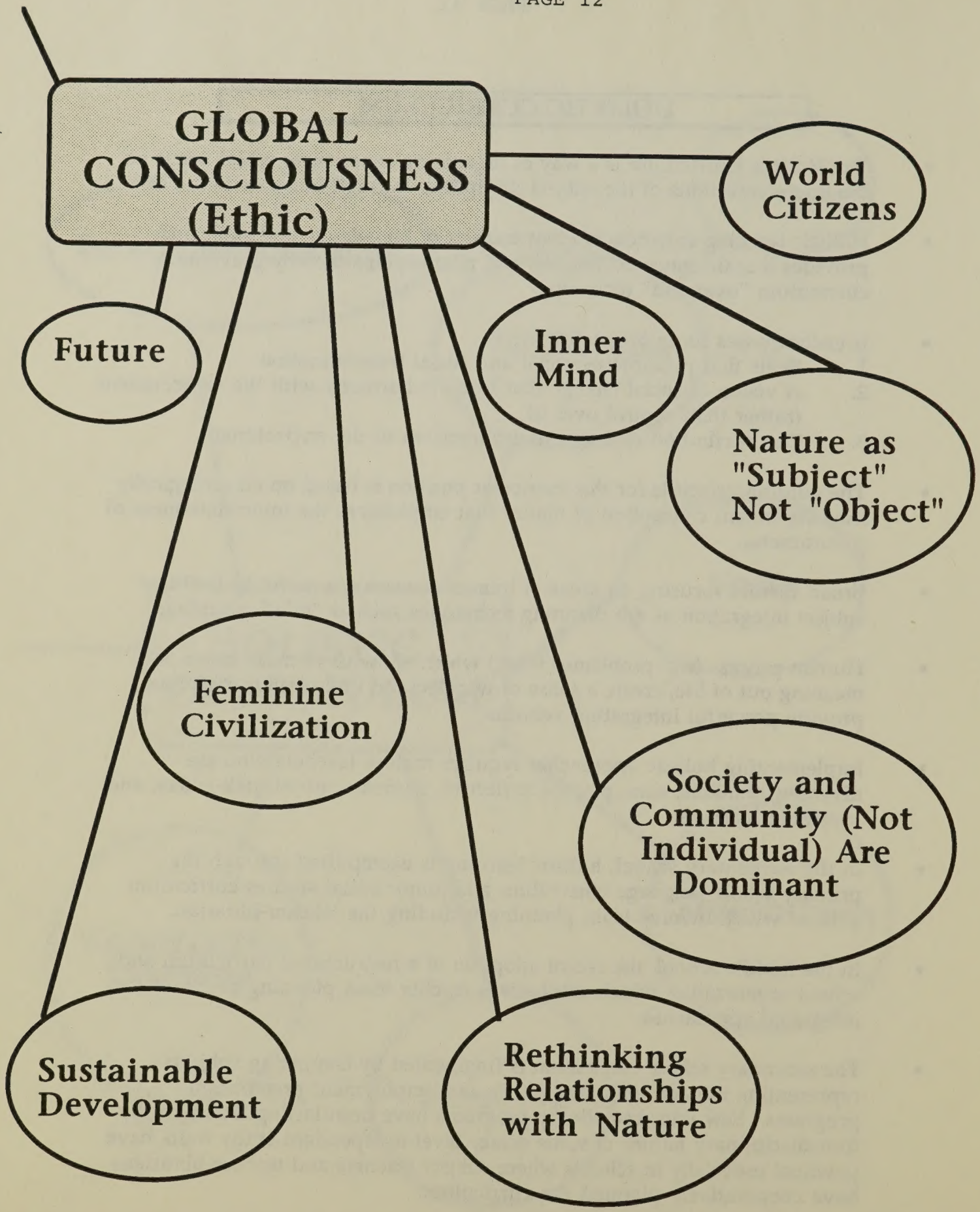
- Human process (e.g. problem-solving) which allow us to make sense and meaning out of life, create a sense of wonder, and link various discplines, provide powerful integrating vehicles.

- Implementing holistic approaches requires mature teachers who are divergent thinkers, team players, reflective, student-centred, risk-takers, and continual learners.

- In the elementary school, holistic learning is exemplified through the primary whole language curriculum and junior social studies curriculum both of which involve team planning including the teacher-librarian.

- In the middle school, the recent adoption of a restructured curriculum and school organization which emphasizes teacher team planning provides for integrated approaches.

- The secondary school curriculum is fragmented by competing subjects representing the academic disciplines and employment preparation programs. Few interdisciplinary programs have been lasting although the transdisciplinary nature of some senior level independent study units have potential especially in schools where subject teachers and teacher-librarians have cooperatively-planned the curriculum.


GLOBAL CONSCIOUSNESS (Ethic)
World Citizens
Future
Inner Mind
Nature as "Subject" Not "Object"
Feminine Civilization
Society and Community (Not Individual) Are Dominant
Sustainable Development
Rethinking Relationships with Nature

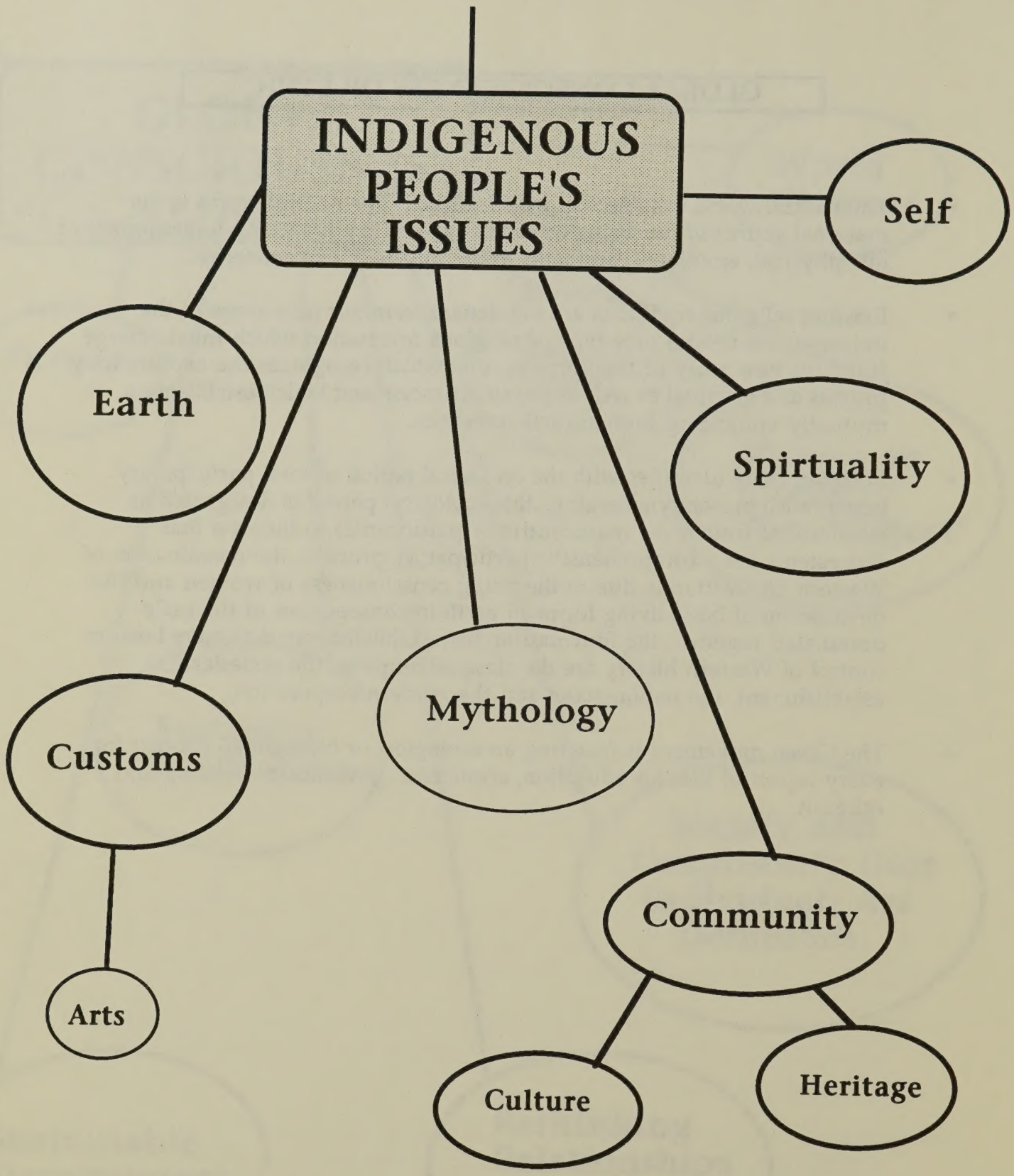
GLOBAL CONSCIOUSNESS OR ETHIC

- The natural world is subject as well as object. The natural world is the maternal source of our being as earthlings and the life-going nourishment of our physical, emotional, aesthetic, moral and religious existence.

- Existing religious traditions are too distant from our new sense of the universe...we need a new type of religious orientation which must emerge from our new story of the universe, one which recognizes the evolutionary process as a spiritual as well as physical process and which establishes a mutually enhancing human-earth presence.

- Postpatriarchy identifies with the ecological period of total participatory governance presently emerging...this ecological period is designated as omnicentric (rather the matricentric or patricentric) to indicate that ecosystems are a comprehensive participatory process...the reevaluation of Western civilization is due to the rising consciousness of women and the devastation of basic living forms of earth in consequence of the male-dominated regimes...the four patriarchal establishments that have been in control of Western history are the classical empires, the ecclesiastical establishment, the nation-state, and the modern corporation.

- The Green movement is fostering an ecological or bioregional context for every aspect of life, for education, economics, government, healing and religion.


INDIGENOUS PEOPLE'S ISSUES
Self
Earth
Spirtuality
Mythology
Customs
Community
Arts
Culture
Heritage

INDIGENOUS PEOPLES' ISSUES

- "Indian self-government does not mean a new sovereign state...it means the freedom to regain control of individual elements of their community: their schools, courts, health system, and child welfare system. These are the institutions that affect people most directly. By asserting their right to make their own decisions in such vital areas, Indian bands are liberating themselves from a state of dependence and government control."

- A culture cannot survive without its language. The language is an expression of culture - it is the backbone, the identity of the people. When the language is lost, the culture is crippled. Today, it is estimated that 50 of Canada's 53 native languages are in danger of extinction. 13 languages are considered extremely endangered because they are spoken by fewer than a hundred people. Once they disappear, they will be gone forever.

- An estimated 80% of Indian students across Canada are still dropping out of school before completing Grade 12. The dropout rate for non-Indian students is only 30%.

- Native culture is being taught at Indian-controlled schools and even some provincial schools. Elders are becoming part-time school teachers, passing on their wisdom to the children, while sacred pipe ceremonies and sweat lodges are the cornerstone of daily life at native-controlled colleges and adult education programs. Indian languages are being revived and strengthened by schools on Indian reserves.

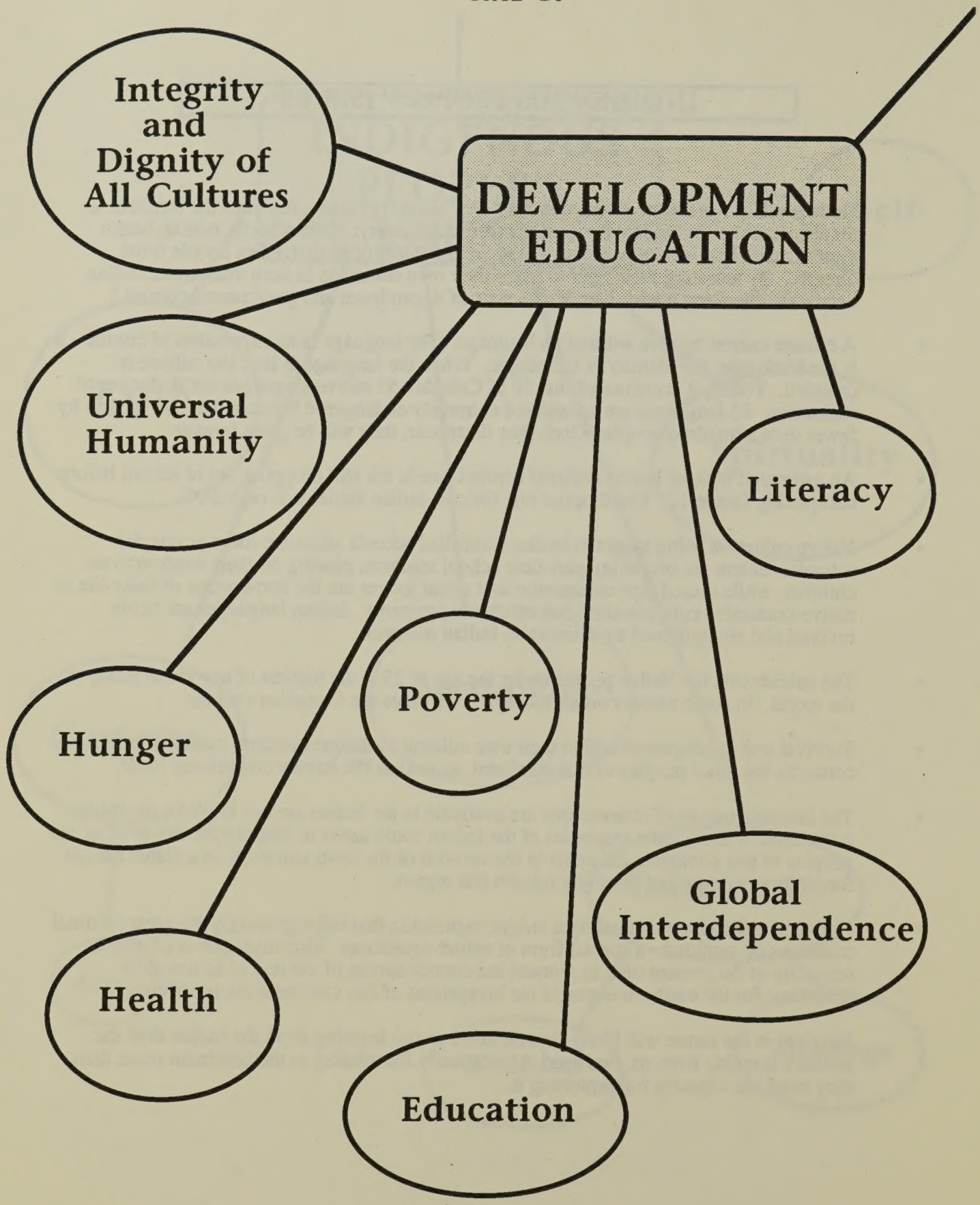
- The suicide rate for Native people under the age of 25 is the highest of any racial group in the world. In some native communities, it is 15 times the Canadian average.

- Survival and development within their own cultural traditions concerns not only Indians; it concerns the other peoples of this continent, as well as the human community itself.

- The interior sources of renewal that are available to the Indian are our hope for the future. Activation of these inner responses of the Indian could assist in shaping the future of all the peoples of this continent and assist in the survival of the continent itself as a viable habitat for all those beings that presently inhabit this region.

- Native peoples give to humanity a unique expression that belongs among the great spiritual traditions of mankind - a special form of nature mysticism. This mystique is of utmost necessity at the present time to reorient the consciousness of the rest of us toward a reverence for the earth, so urgent if the biosystems of this continent are to survive.

- Survival in the future will likely depend more on our learning from the Indian than the Indian's learning from us...we need their capacity for relating to the continent more than they need our capacity for exploiting it.


DEVELOPMENT EDUCATION
Integrity and Dignity of All Cultures
Universal Humanity
Hunger
Health
Poverty
Education
Global Interdependence
Literacy

DEVELOPMENT EDUCATION

- Development education concerns itself with gaining an understanding of the less developed regions of the world.

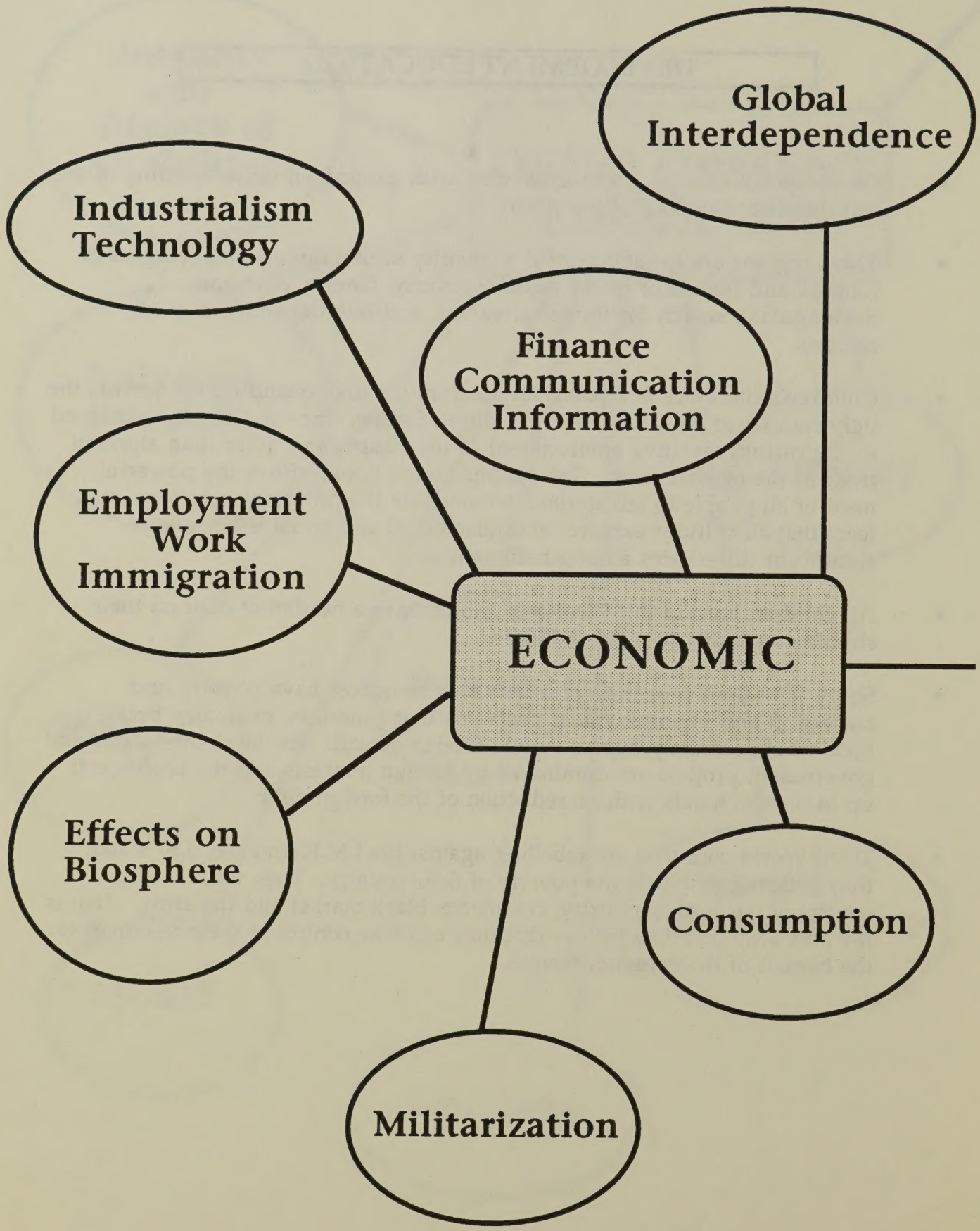
- These regions are the source of the majority of immigrants and refugees to Canada and the major issues include poverty, famine, economic development, search for universal values, and interdependence of all nations.

- Children's literature is a powerful medium for understanding the world...the ugly realities of the outside world - slums, famine, war - can best be addressed in the caring, sensitive environment of the classroom, rather than alone in front of the television set. The recommended books affirm the powerful need of all people to tell stories...demonstrate the universal questions and fears that all cultures explore...and raise moral and social issues about significant differences among nationalities.

- All children born in third world countries have a burden of debt on their shoulders of 950,000 million dollars.

- South American countries with very rich resources have poverty and starvation and unemployment problems that cannot be overcome because their whole economy depends upon foreign capital. The land, businesses and government projects are dominated by foreign interests and the profits end up in foreign hands with no reduction of the foreign debt.

- Third World countries are rebelling against the I.M.F. and the U.S. whom they believe perpetuate the poverty of their country. They wish to take control of the banks, industry, commerce, black market and the army. That is the only way that they believe that they can take control of their resources for the benefit of the common people.


Global Interdependence
Industrialism Technology
Finance Communication Information
Employment Work Immigration
ECONOMIC
Effects on Biosphere
Consumption
Militarization

ECONOMICS

- The industrial economy is not a sustainable economy.

- For the first, time, we are determining the earth's destiny as becoming irreversible due, not to possible nuclear war, but to actual industrial plundering.

- Economics has invaded the earth system itself...an exhausted planet is an exhausted economy...only within the ever-reviewing processes of nature is their any future for the human community...yet, "exploitation" is still viewed by commercial enterprise as "progress" and the functional basis of our economy..." the GNP must increase each year...present technological development will lead to a better life...and science can resolve our difficult..." In this view, the natural world is considered a resource for human utility, not a functioning community of mutually supporting life systems within which the human must discover its proper role.

- Since "growth" is the central basis of contemporary economics and the industrial enterprise, a confrontation with limits to growth, limits to earth development, is sobering...such confrontations have begun as environmental legislation affecting waste disposal, quality of air and water, recycling, etc., but more serious confrontations will result in changed lifestyles that are less demanding on the environment

- High rates of growth not only do little to ease urgent social and human problems, but in many countries have been accompanied by increasing unemployment and a general deterioration of social conditions... the global obsession with growth has resulted in a remarkable similarity between Capitalist and Communist economics, both being dedicated to industrial growth and technologies as well as increasing centralism and bureaucratic control.

- In a finite environment, there has to be a dynamic balance between growth and decline, while some things need to grow, others have to diminish so that their constituent elements can be released and recycled. Just as the decay of last year's leaves provides us for new growth the following spring, Henderson argues, some institutions must decline and decay so that their components of capital, land and human talents can be used to create new organizations.

GLOBAL ISSUES IN THE CURRICULUM
"Comments from the Curriculum Coordinators"

LANGUAGES - Jackie Norris

Several aspects of Global Education appear in Core and Immersion French courses, as well as in International Languages.

- Environment
  An FSF2A unit was pilot tested at Hill Park in semester 2 1990-91. It drew on video and print resources in both official languages. Presented in 3 stages: Our Earth: The Balance of Nature, What Harms It?, Our Responsibility.

- Cultural Diversity
  All language courses include cultural awareness components. e.g.:
  - FSF1A "La Francophonie - the cultures of many French-speaking areas, e.g. Senegal, Haiti...
  - FSF2A "Le Creole", L'Afrique Francophone" - readings, music help students become aware of language, culture, values, geography of these areas.
  - FSFOA/GOA - intensive study of literature, song expressing the socio-historical background and the emotions involved in Canada's bilingual dichotomy.

- Human Rights: Women and Gender Issues
  Language courses developed by the Hamilton Board of Education in recent years have promoted positive images of women and men. The "sexism" innate in the French language is dealt with by giving masculine and feminine forms of nouns and adjectives. (In FSGOA I use a poem by Jacque Prevert that hits the issue head on - "Il, Il, Il - porquoit toujours Il?")

- Cooperative Learning
  FSF1A, 2A are written to promote active learning, student-centred classroom, cooperative techniques.

- Indigenous People's Issues
  The Languages Department is monitoring Native Language issues.

DRAMA - Bill Manson

Environment	Grade 7 Dramatic Arts - ADA0A
Human Rights	Drama units developed for Family Violence Project
Holistic Curriculum	All grade 7 and 8 dramatic arts units are cross-curricular
Global Consciousness	Rethinking Relationships with Nature - Grade 7, unit 3
Indigenous People's Issues	Grade 7 Dramatic Arts Units

GEOGRAPHY - Gary Birchall

As you can appreciate, global education topics are taught in almost all Geography courses in our Board. I have outlined below, the courses and units where such topics are included:

Grade 7 Geography:
Focuses on environmental and physical geographical topics, including resources, river systems in various environments, fragile environments, environments in the news, and global physical and environmental patterns. This course is taught at the world scale, so much of the approach is global in nature for the various units being taught.

Grade 8 Geography:
Has a similar global perspective and scale of study, only focusing on human and social topics, including world economic and social patterns, problems of indigenous peoples (or First Peoples) around the world, development and other issues.

Grade 9 Canada:
Has a major compulsory unit (15-20% of the course) on relationships between Canada and the World at large. This focuses on links to the home countries of immigrants to Canada, in the present and the past, ties to economic, political and other world organizations, Canada's place in the world economy, etc. The remaining units are largely focussed on aspects of Canada.

Grade 10- Eurasia
Is focused on the world's largest continent and, as a result, does look at many issues and topics/patterns that are essentially global in their implications (e.g. variations in levels of development; differing political and economic systems; environmental patterns and problems; special and economic issues, etc.). Many units also attempt to relate the ideas, issues and problems to similar ones in Canada.

Grade 11 Physical Geography
Covers all aspects of the physical environment of the globe. Increasingly this course is taught from a systems point of view, looking at the physical systems that shape and form the features of the earth's surface (both physical and biotic). Issues such as sustainable development, environmental degradation, etc. would be included in this course.

Grade 11 World Futures
Focuses on the future of the students in the class (e.g. what is the world going to be like when you leave school and move into adulthood?). It also has a world focus, with a particular emphasis on social, economic, cultural and environmental issues that will face the student in the components of these issues down to the student in Hamilton (localizing global issues and problems).

Grade 12 Urban
A portion of this course deals with world urbanization patterns, especially the differences in cities in the industrialized and the developing worlds. It also looks at the impacts of urban activities of the environments of cities as well as the major problems facing cities and urban dwellers around the world.

O.A.C. World Issues:
Focuses on major world environmental, social, political, economic, and cultural issues. It is dealing with almost most all of the divisions of global education that you show in your overview diagram for global education. It also has a very heavy independent study component that allows for student exploration of a wide range of global issues.

O.A.C. Canada
The subtitles of this course are Environment and Economy. There is a strong component of environmental issues and concerns, as seen from the Canadian perspective. These issues and concerns are often of a global nature as well. There is also a global interdependence theme running through many of the units of the course, even on the social and economic topics.

Geography is a subject that has a very global viewpoint, simply because that is the nature of the discipline. It looks at patterns over the globe, over a continent, over a country, over a region, etc. and how these patterns are related to other patterns. As long as you can map the data, and compare it with other data, it is considered to be part of Geography. The data can vary from physical to economic to social topics; from the physical sciences to the social sciences. It is also one of the few disciplines that draws relationships between, or bridges, the physical world of nature and the socioeconomic/political world that human beings have created.

Geography also has a very strong interdisciplinary flavour, since the facts and information used to view the various issues and problems are drawn from many other disciplines and sources (e.g. economic, social data, physical science data, cultural and ethnic data). These are reasons why a geographer is often called a jack of all trades and a master of none!

PRIMARY-JUNIOR - Diane Rawsthorne

In addition to the Junior Social Studies materials which was used in your joint presentation, the Tri-Board Family Violence Primary/Junior Design Committee is tackling some of these issues in its work. We will be exploring - peace-making, conflict resolution and other topics as we focus on Healthy Relationships, Self-Esteem and Communication. Family Violence and Stereotyping are covered within our framework as you will see on the enclosed chart.

SCIENCE - John Henry

The main focus is on environment. This is becoming integrated into our curriculum. The major emphasis is at the present time in the middle school (due to

Concept Organizer

Major Themes	Details		Scale					
			H	S	N	Co	Ca	W
Environment: Systems and Cycles	Physical Environment	Forests				*	*	*
		Grasslands				*	*	*
		Mountains					*	*
		Deserts					*	*
	Protecting the Environment		*	*	*	*	*	*
Use of Space over Time	Investigations into the Past aspects of the community • people • food • shelter				*	*	*	*
Use of Space - Spatial	Investigations of the Present aspects of the community • people • food • shelter			*	*	*	*	*
Multiculturalism	Key cultures to include based on Canadian immigration patterns			*	*	*		
Global Village	Canada - temporal/spatial Pacific Rim U.S.A. Europe Caribbean and Central America other areas of world						*	*

H = Home **Co = Community**
S = School **Ca = Canada**
N = Neighbourhood **W = World**

Unit Topics by Grade

Grade	Topic/Unit	Community	Canada	World
The Physical Environment				
4	Where Am I In the World	☆	❀	❀
4	Forests	☆	❀	❀
5	Grasslands		☆	❀
5	Mountains*		☆	❀
6	Deserts		☆	❀
The Social Environment				
4	People	☆	❀	❀
4	Leisure and Entertainment*	☆	❀	❀
5	Food	☆	❀	❀
5	Protection	☆	❀	
5	Jobs	☆	❀	
5	Communications*	☆	❀	❀
6	Transportation	☆	❀	❀
6	Shelter	☆	❀	❀
6	Protecting Your Environment*	☆	❀	❀

* new additions ☆ Introduction ❀ Extension

HOLISTIC PROGRAM FOR THE PREVENTION OF FAMILY VIOLENCE

- A Social and Life Skills Approach (JK - OAC)

FAMILY VIOLENCE AWARENESS

AIMS:

1. Awareness of the prevalence of family violence (child abuse, wife assault and elder abuse).
2. Knowledge of individual, family, society and cultural factors that contribute to family violence.
3. Development of empathy for individuals who experience family violence.
4. Understanding of the use of power and control in abusive relationships.
5. Understanding that there are no "appropriate" or "allowable" victims.

PERSONAL SAFETY

AIMS:

1. Knowledge of personal safety.
2. Development of problem-solving skills to identify at risk situations and appropriate responses to maintain personal safety.
3. Knowledge about personal and community resources and how to access and use them when needed.

COMMUNICATION

AIMS:

1. Development of skills in active listening and expressing verbal and non verbal messages.
2. Appreciation that a healthy sense of self worth and respect for others promotes effective communication.
3. Understanding that effective communication, including appropriate assertiveness and conflict resolution skills is essential in situations of interpersonal conflict.

OVERALL GOAL:

To Prevent Family Violence by Empowering Children

SELF ESTEEM

AIMS:

1. Development of good feelings about self.
2. Knowlege of factors that affect self-esteem and behavior.
3. Understanding and valuing personal empowerment.
4. Development of strategies to maintain a feeling of competence, including taking responsibility for decision making.

HEALTHY RELATIONSHIPS

AIMS:

1. Understanding the factors contributing to healthy versus abusive relationships.
2. Understanding of the importance of healthy relationships for meeting personal needs and feeling worthwhile as a person.
3. Development of appropriate social skills.

PREVENTION OF STEREOTYPING

AIMS:

1. Development of skills to critically examine how stereotypes are perpetuated.
2. Understanding that there are no "appropriate" or "allowable" stereotypes.
3. Development of gender free attitudes.
4. Appreciation of individual differences.

Family Violence Prevention Project
Primary/Junior Subgroup
November 30, 1990

our middle school teachers). We are writing a new environmental course at the senior level (Grade 11 & 12). This is a joint geography and science course with the purpose to change the affective attitudes of students.

We are using Environmental and Outdoor Education to change the affective attitudes of students in an integrated manner.

Cooperative learning is being used spotily but vigorously in the middle school and secondary school.

The junior curriculum attempts to integrate a large number of attitudes (woman gender issues, racial discrimination, etc.)

At the secondary level, several schools are becoming involved in environmental clubs under the guidance of science teachers.

MATHEMATICS - Harry Traini

At this time the Mathematics Department has not built any specific references or topics re Global Education into any of our documents. We have encouraged teachers to use real-life, meaningful examples in their work, such as the environment.

We have also encouraged publishers to be aware of and include such issues in their new texts.

We are continually working with and encouraging children to make use of computers, calculators and graphic calculators as tools to assist them in the learning of mathematics.

FAMILY STUDIES - Linda Woofrey-Cooper

Staff Development:

- Environment - Jeff Nichols has made presentations to department heads and middle school teachers. As a result of this an environmental awareness component will be developed to have teachers look at classroom practices related to recycling, reusing and conserving.
- Cooperative Learning - 4 part series given to Family Studies Teachers
- Family Violence Prevention - through the tri-board project expert resources in the community/province are not available to help us with the "global" picture on Family Violence.
- O.P.S.H.E.E.A. Conference (November 7-9, 1991) is having a workshop on "Education for a Global Perspective" - Norine Galvin F.S. at Sherwood has been working on this project. She will be keeping us in touch with the project.

Environmental Issues

As related to conserving, reusing, recycling in food labs, home, children's toys, diapers, etc. A unit in Grade 12

Human Rights

Grade 8 Parenting module
Grade 9 Personal Life Management
Grade 11 Parenting

Peace Education

Interpersonal Communications - Grade 7 Family Studies

Holistic Curriculum

Strategies for use of cooperative learning now in place in Grade 6, 7, 8, 9 and 12 Family Studies
4 part inservice given to Family Studies teachers in Fall/Winter 90-91

COOPERATIVE EDUCATION - Bill Brown

As an experiential mode of learning, Co-op cuts across curriculum. With respect to global education, our placements today range from Inasmuch house, Canadian Centre for Inland Waters, hospitals, research labs to child care facilities and homes for the elderly. The potential for the continued use and expansion of Co-op placement and the integration of training plans related to global education is great. Co-op educators are now debating whether students should be trying simply "to fit in" at the training station or should be doing more questionning in areas such as global education.

MUSIC - Russ Weil

As music is defined as the "universal language": it transcends the cultural and ethnic differences that are part of our society. In music appreciation at all levels, we try to make use of examples of a variety of cultures and a variety of times in history. Often songs are taught to children in foreign languages: often music of our native peoples are used in themes and units in elementary programs. Music programs promote intuitive development and show inter-connectedness of the curriculum in a truly holistic sense. In the arts (music), we develop a sense of self, community and spirituality that humanizes the broad global curriculum.

TECHNOLOGICAL STUDIES - Jim Kerr

The flexibility given us in our new curriculum will help us address all the concerns around global Education. Since most of our new curriculum consists of individual and/or group projects. Teachers can have a project available that reflects any of these issues/concerns. e.g. Communications - a video could be developed with the project themes being Human Rights. Student centre activity based in Board Based Technology will give the student an opportunity to express their culture and life as they see it.

PHYSICAL EDUCATION - Bob Chapman

The Body In Its Natural Environment - people learn to live in and with nature

- Global Lifestyles: People move to enjoy global lifestyles
- Ecological Preservation: People move to enjoy and preserve the outdoors.

COMPUTERS IN EDUCATION - Dave Didur

Telecomputing
All schools have had a phone line installed in one of their computer labs or classrooms. A modem has also been purchased for each of these sites. With these resources, schools are prepared to enter the world of telecommunications. "Classrooms" can be extended beyond the walls of the school...

- G.R. Allen students exchanged information with students in the N.W.T. (environments, geography, schooling, hobbies, work, etc.)
- Elizabeth Bagshaw is enrolled in national Geographics Student Network, allowing students to access geographic/environmental data and participate in global projects
- Students access electronic bulletin boards and remote databases (InfoGlobe, CompuSpec,) to search for news and information on political issues/environmental stories, etc.
- Electronic penpals, electronic writers-in-residence, electronic interviews with fishermen, loggers, miners, artists, scientists, etc. are all possible - and occur!
- "Computer conferences" occur when issues are opened for discussion on a BBS (bulletin board system). For example, a conference on the Gulf War would enable students to use their computers and modems to call up, read issues and comments of other people - and add their own remarks, feelings, ... Others may then respond to them - and a dynamic exchange of ideas and opinion results - available for all to access and view as long as the conference is "active" on the BBS.
- Computer programs, such a CO-CO on ICON networks in our middle schools, allows students to work cooperatively on projects from various computer workstations in their lab. An extension of this program (TELECO-CO) allows this type of cooperative learning to occur between schools by allowing the ICON networks of two schools to interact.

Telecomputing: opening widows to the world!

BUSINESS EDUCATION - Bob Harkness

(a) A number of "universal" concepts are found in business education curricula such as:
- human rights, children's rights, rights of the person (Law courses)
- "peace" issues - an International Law topic (OAC Law)
- "holistic" curriculum - generic skills permeate all Business curricula
- "economic" - role of the marketplace (Introduction to Business, Marketing, Entrepreneurship)
- "consumption": - (Consumer Education)
- "communications" - (Business, English, Information Processing, et al)

(b) but these, with rare exceptions (e.g. International Law topic in OAC Law), are not taught as global (ie. "universal") issues.

ENGLISH - Gwen Mowbray

For the last couple of years we have between taking a close look at our present English curriculum and trying to write new material that will be useful in the future - not just in content but in a delivery system as well.

From my experience, the Ministry's CRDI concept is not one that is useful for school programming in the future. I believe, after many attempts otherwise, that teachers need to be involved in the development continuously as curriculum evolves - from the very beginning. They gain ownership this way and their commitment grows as the curriculum's usefulness and applicability become obvious. As a consequence, I believe that review, development and implementation occur simultaneously.

New technologies will facilitate the concepts that I'm suggesting, I believe. The article that Dave Didur wrote for his newsletter at the end of the last school year explains the technology in a nutshell. We can develop the "core" curriculum, the rudimentary aspects only, employing classroom teachers from all areas of the city. In fact we began this part of the project this past summer with a total of twenty-eight writers (Grades 1-OAC working on "core" for the Grade 7-12 program.

The important point about using hypercard is that we create electronic pathways to any and all aspects of the curriculum. Areas can add to this core and teachers can personalize the curriculum for their own students. In-service is built in via video-tapes of real teachers in real classroom situations demonstrating specific methodologies and practices.

"EDUCATION FOR A GLOBAL PERSPECTIVE"

A few issues are forwarded to every school in the system and an undetermined number of individual teachers receive individual copies.

GLOBAL EDUCATION WORKSHOP

Teacher-Librarians
Wednesday, April 17, 1991

8:00 - 10:00 a.m.

8:00	Coffee, Tea etc.	*Gail Belisario*
8:10	Agenda	
8:15	What Is Global Education?	*Rick Binns*
	Why Global Education?	*Rick Binns*
8:45	Making The Connection: Curriculum	*Gail Belisario*
9:15	Managing Global Educational Materials	*Giselle White*
9:25 - 9:35	Break	
9:35	Storefronts	
	(a) *Marlene Weil (Hillcrest)* "Active Learning"	
	(b) *Helen Ashmore (Bagshaw)* "Conserving the Environment"	
	(c) *Val Ashton (Sir Wilfrid Laurier)* *Wenda Tulloch* "Changes"	
10:05	Discussion and Sharing Where do we go from here?	
10:15	Adjournment	

GLOBAL EDUCATION

Rick Binns

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Education Centre
100 Main Street West
Hamilton, Ontario
1991 10 15

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Drug Education Policy

Background

In October 1988, the Ministry of Education established a Task Force on illegal drugs in Ontario. One of the terms of reference for this Task Force was to require all school boards to have a policy on drug education. In 1989, the Ministry formed an Advisory Policy Committee to establish guidelines to assist school boards in developing their policy. In 1990, the Drug Education Policy Framework was released.

Process

Each school board was required to develop and begin implementation of a drug education policy by September 1991. This policy was to reflect local conditions. The committee that designed the policy was to include representatives from school boards, administrators, teachers, students, and members of community agencies involved in drug education (see second page of attached policy for names of committee members).

It was expected that the following five components would be included in the Drug Education Policy (see Table of Contents):

i) prevention of drug use through education
ii) intervention and counselling
iii) procedures for dealing with drug-related incidents
iv) development of partnerships with students, parents and the community and,
v) approaches to policy implementation

Recommendations

1) That the attached document be approved as the Drug Education Policy for the Board of Education for the City of Hamilton.

2) That the implementation team continue its implementation plan as outlined on page 23 of the document.

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Health and Physical Education

B. Schofield, Co-ordinator
Adjustment Services

Submitted by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director Of Education and Secretary

DRUG EDUCATION POLICY

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

1991/09/24

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
Drug Education Policy

Prepared by -
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Format:

Patricia Binkley	Administrative Staff Program Department

Table of Contents

1.0 PREVENTION OF ALCOHOL AND OTHER DRUG ABUSE THROUGH EDUCATION

1.0 *PREVENTION OF ALCOHOL AND OTHER DRUG ABUSE THROUGH EDUCATION*

1.1 The Goal of the Preventive Curriculum

The goal of the preventive curriculum is to reduce the incidence of alcohol-related and other drug-related problems by encouraging students to choose behaviours which promote a healthy lifestyle.

1.2 The Objectives of the Preventive Curriculum

- To help students develop effective decision-making and communication skills.
- To establish feelings of positive self-worth and personal competence among students.
- To help students understand peer pressure and how it affects an individual's decision-making process.
- To give students factual knowledge regarding risks associated with alcohol and other drugs.
- To help students understand the harmful and undesirable health, social, personal and legal consequences associated with alcohol and drug use.
- To establish among students the personal responsibility of choosing a positive healthy lifestyle.
- To reduce the proportion of students who use illicit drugs or use alcohol under age.
- To reduce harmful consumption levels and practices among students who do use alcohol or other drugs.

The resource documents for each grade and subject contain the specific objectives for the progression of the preventive curriculum from Junior Kindergarten through O.A.C.

1.3 Scope of the Preventive Curriculum

A comprehensive preventive curriculum begins at the Primary Division and extends through the Senior Division. The board will continue to develop, review and revise curricula and provide programs for all students to assist in the promotion of positive health behaviours and to discourage alcohol, tobacco and drug use. In order to assist students in promoting positive health behaviours, the staff will be provided with opportunities to improve their knowledge and skills with respect to alcohol and drug education.

In accordance with Ministry of Education guidelines the Board's curriculum offers units on alcohol, tobacco and illicit and non-illicit drugs in all divisions. It is important that Physical and Health Education and other subjects continue to promote good health by:

(1) providing accurate information
(2) fostering the development of positive attitudes towards health
(3) assisting students to acquire the skills they need to make wise personal decisions about alcohol and drugs.

1.3 Scope of the Preventive Curriculum cont.

It must be noted that, not all students take Physical and Health Education at the Senior Secondary level and therefore their education in issues related to alcohol and drug abuse may stop at the very time when the risk of involvement with these substances may be at its greatest. It is incumbent upon each school to ensure that this gap is filled and that the school find ways of keeping students informed on this important topic throughout their years at secondary school. The inclusion of substance abuse and healthy lifestyle choices topics wherever appropriate into all subject curricula at this level is necessary in order to consistently reinforce to all students the objectives of the preventive curriculum.

There are many community organizations and agencies whose mandates include prevention and health promotion and who can offer a variety of services to assist schools in bridging information gaps to students and/or parents. The Board will continue to cooperate with such groups as the Addiction Research Foundation (A.R.F.), The Hamilton-Wentworth Department of Health Services, the Lung Association of Hamilton-Wentworth, Alternatives for Youth (A.Y.), Ontario Students Against Intoxicated Driving (O.S.A.I.D.) and the Drug and Alcohol Awareness Committee of Hamilton-Wentworth (D.A.A.C.) in the development and implementation of curriculum activities related to alcohol and other drug issues. Parents, students and teachers should cooperate in developing programs and events which will raise the awareness of the problems that our society is having with alcohol and drug abuse and which will provide alternative healthy lifestyle opportunities for the school community.

2.0 INTERVENTION AND COUNSELLING

2.0 *INTERVENTION AND COUNSELLING*

Students, parents, and the schools should be aware of the importance of intervention and should be encouraged to make use of the counselling options offered by school boards, enforcement agencies, hospitals, district health councils, and health clinics in the community. Policies for drug education should emphasize that schools need to work with parents and appropriate community agencies to support effective intervention and counselling while ensuring that confidentiality is maintained. The policies should make clear the extent to which parents would be involved if their child is eighteen years of age or older. School boards, with the assistance of the community, should also identify agencies that are available to help students and should make this information available to students, parents and the schools.

2.1 School Guidelines: Alcohol & Drug Use

The following outline is directed to school personnel who may be involved with students, or parents/guardians of students, regarding concerns with alcohol and drug use.

The interviewer in each case, must always make a judgement of the severity of the use of that particular substance. The action that follows must:

a) deal with the immediate welfare and needs of the user
b) serve the best interest and welfare of the school as a whole.

The following resources and staff should be considered in dealing with most cases of alcohol and drug abuse:

In School

- Administrators (Principals, Vice Principal(s)
- Guidance Counsellor
- School Social Worker
- Teacher
- Public Health Nurse
- Peer Counselling

In Area

- Diagnostic and Resource Team (D.A.R.T.)
- Psychological Services
- Adjustment Consultant

In Community

- Community Therapeutic Resources
- Community Information Resources (Addiction Research Foundation)
- Community Enforcement Resources
- Family Physician

2.2 Categories of Assistance

2.2.1 Student Is a User and Wants Assistance

Internal school resources may be used to create a readiness for a referral.
Refer to Adjustment Consultant if desired.
Home visit made, if desired, subject to the principal's approval.
Appropriate referral made for assessment and treatment.

2.2.2 Student is a Suspected User and Refuses Help

Many apparent signs and symptoms of drug abuse may be natural adolescent behaviour. Also many medical conditions or prescribed drugs may produce suspicious behaviour. Proceed with caution.

Convince student of need for counselling.

Initiate an interview with appropriate personnel at school, i.e. Guidance, Social Worker, Adjustment Consultant, Public Health Nurse.

Ongoing intensive counselling sessions to gain user's confidence, to create an awareness of health problems, and to provide knowledge resources that are available to that particular person in the community.

Information provided by way of brochures, pamphlets, current literature, etc., as available in Guidance Office, Library, or from Addiction Research Foundation.

2.2.3 Student Wants Help But Requests No Parental Involvement

A thorough assessment of the "users" situation must be conducted and factors such as age, severity of the situation, and support systems available to the user, have to be considered.

Indications must be made that in certain situations involving the health and welfare of the student, parents or guardians may have to be informed.

Interview sessions arranged with appropriate internal personnel.

Initiate referral with student with parental consent wherever possible.

Please note that the Child and Family Services Act, 1984 - Section 28 states - Service providers (agency, clinic) may provide a counselling service to a child who is twelve years of age or older with the child's consent, and no other person's consent is required, but if the child is less than sixteen years of age the service provider shall discuss with the child at the earliest appropriate opportunity the desirability of involving the child's parent.

2.2.4 Student Under the Influence of Alcohol or Drugs While at School

For initial intervention see Procedures for dealing with Drug Related Incidents - Section 3.5.
When the student returns to school, further interviews arranged with appropriate personnel (Adjustment, Social Worker, Public Health Nurse, Guidance Counsellor). *Follow actions 2.2.1 through 2.2.3*

2.2.5 Student Found in Possession of Drugs or Alcohol While at School

For initial intervention, see Procedures for dealing with Drug Related Incidents - Section 3.6, 3.7.

Interviews arranged with appropriate personnel (Adjustment Consultant, Social Worker, Guidance Counsellor). *Follow Actions 2.2.1 through 2.2.3.*

2.2.6 Student is a Suspected Supplier or "Trafficker"

For initial intervention, see Procedures for dealing with Drug Related Incidents - Section 3.9.

* *Staff may wish to utilize some of the suggestions in 2.2.2.*

2.2.7 Student is a Tobacco User

For initial intervention, see Procedures for dealing with Drug Related Incidents - Section 3.4.

- Tobacco is recognized as an addictive substance that has detrimental affects on both the short and long term health of the user.
- *Follow similar suggestions listed in 2.2.1/2.2.2/2.2.3.*

2.2.8 Student is a Suspected Solvent Abuser

Although solvent abuse is not against the law, each case is different and should be "explored" carefully. School personnel who are aware of a student who is abusing solvents should attempt to become involved as much as possible.

The parents must be made aware that there is a reason to believe that there is a problem concerning solvent abuse. The parents should be told that they have the responsibility to look into this situation further, i.e. checking it out with the family doctor. Parental consent should be requested for the Adjustment Consultant to discuss this particular problem with the family doctor (consent form must be used). There should be on-going contact with the home to ensure that there is some follow-up.

Explaining the gravity of the situation to the student is a necessity even though he/she may claim to have heard it before.

In some situations appropriate personnel from the school can maintain a good rapport with the student, i.e. Guidance Counsellor, Social Worker, Teacher, Public Health Nurse.

Possible counselling referrals by Adjustment Services (open case) or family doctor may be necessary.

Where assistance is refused or not followed through by parents, and or student, Adjustment Consultant may make a referral to (C)C.A.S. indicating "a high risk" student.

2.3. Addiction Services for the Hamilton Area

2.3.1 Youth-Focus Programs

There are a number of services available to youth and it is critical that they be matched on an individual basis to services that are most able to effectively respond to them. There are a number of other addiction services in Hamilton, but most of these programs are focused on the needs of adults and serve very few youth under 24 years of age. Alcohol and Drug Assessment Services (A.D.A.S.) and Alternatives for Youth (A.Y.) are the two addiction services in our community addressing the unique needs of youth.

2.3. Addiction Services for the Hamilton Area cont.

2.3.1 Youth-Focus Programs cont.

If any adolescent is identified as needing outpatient counselling, A.Y. is a resource to do treatment and counselling for youth.

If it is unclear what form of treatment is needed or an adolescence is apprehensive about attending a treatment program, an assessment at A.D.A.S. may be of value. If treatment is needed A.D.A.S. is able to make referrals to treatment centres in Hamilton or outside of the community, as required.

It is to be noted, there are no specific Addiction Services (other than private) to serve the under 12 year population in the Hamilton-Wentworth Region. Alcohol & Drug Assessment Services reports that the few number of referrals warrants this. Presently, if a case arises, children under 12 are treated privately or referred out of Region to Support Groups i.e. - Parents Against Drugs (Toronto).

It is suspected that many cases of addictions (or potential for) under 12 years, exist in our community, that never reach referral stage for various reasons. Therefore, we must identify and utilize our in-school resources to the fullest. Stimulation of parental/community concern may initiate Community

Action for an identifiable local problem - e.g.: Suspicious, large sales of glue tubes to children & adults by convenience stores. A support group and possible treatment service may be the end result.

2.3.1.1	A.Y. (Alternatives for Youth) (Youth 13 to 25 years) - Counselling Program	527-4469
2.3.1.2	Alcohol & Drug Assessment Services Youth Specialist 16 + - under 16 as needed	546-3606
2.3.1.3	A.D.A.P.T. (Halton Alcoholism & Drug Addiction Program) (Halton Residents ONLY) (16 to 24)	639-6537

2.3.2 Adult Focused Programs

2.3.2.1	Bold Park Lodge Inc. (18+) Bold Park Lodge	528-1504
2.3.2.2	Moreland Centre (Chedoke Hospital Site) (18+) (Note: Might form a group of 16 year olds if enough candidates available)	521-2100 X 7591
2.3.2.3	Elizabeth Fry Society - Project C.O.P.E. (18+)	527-3097
2.3.2.5	Relapse Prevention Program	527-0271 X. 4920
2.3.2.6	Teen Challenge (16+)	526-1414 1-800-668-9494

Interviews in Hamilton but program is located in Lambeth (near London)

2.3.2 Adult Focused Programs cont.

2.3.2.7 Salvation Army Addictions & Rehabilitation Department	527-2755
2.3.2.8 Wayside House (18+)	528-8969

2.3.3 Self Help

2.3.3.1 Alcoholics Anonymous	522-8392
2.3.3.2 Narcotics Anonymous (note in "Red Book")	522-0332
2.3.3.3 Alanon/Alateen	522-1733

2.3.4 Educational Information

2.3.4.1 Addiction Research Foundation (A.R.F.)	525-1250
2.3.4.2 A.R.F. - Toronto Drug & Alcohol Information Line (Toll Free)	1-800-387-2916
2.3.4.3 McMaster-Drug Information	521-2100 X 6019
2.3.4.4 National Inhalant Information	1-800-267-6358
2.3.4.5 Smoking Cessation Program	
1. Canadian Cancer Society	575-9220
2. Hamilton Wentworth Lung Association	527-5864
3. Heart and Stroke Foundation	545-2400
4. Family Physician	
2.3.4.6 Tel-Med-Health and Medical Information Line (St. Joseph's)	521-6060

2.3.5 Detoxification Services

2.3.5.1 Men's Detox Centre (Hamilton General Division - Detoxification Unit) 130-132 Wilson Street East	527-9264
2.3.5.2 Hamilton Women's Detox Centre (Off-site program of St. Joseph's Hospital) 48 Rosslyn Avenue North	521-9100
2.3.5.3 Detox Drop-In Centre (for males) 152 Wilson Street East - open 8:30 - 7:45 (7 days/week)	529-8088

NOTE: Clients accepted in certain circumstances if under 18 years - i.e. intoxicated. Parental consent needed for under 16 years.

2.4 Other Resources

2.4.1 Children's Aid Societies

C.A.S. (Daytime): 522-1121 C.A.S. (Nighttime): 522-8053
C.C.A.S. (Daytime): 522-2012 C.C.A.S. (Nighttime): 529-2677

2.4.2 Police: 522-4925

2.4.3 Family Services 523-5640

3.0 PROCEDURES FOR DEALING WITH DRUG RELATED INCIDENTS

3.0 *PROCEDURES FOR DEALING WITH DRUG RELATED INCIDENTS*

3.1 Goals

The Board of Education for the City of Hamilton is committed to providing an environment conducive to learning. The use of or possession of alcohol or drugs on school property or at Board sponsored events will not be tolerated.

3.2 Objectives

3.2.1 To protect the health and safety of all students, staff and the community by prohibiting the use of alcohol or drugs on Board property and at Board sponsored events.

3.2.2 To protect the health and safety of all students by dealing effectively with all persons under the influence of alcohol or non-prescribed drugs, inhalants or solvents.

3.2.3 To implement the Drug Education Policy that provides firm, consistent and equitable action regarding alcohol or drug related infractions under the direction of the Principal in each school. In order to accomplish this objective, the following guidelines for suspensions and expulsions are included:

- All suspensions must follow the guidelines set out in Operating Procedure SP-20: Suspension of Pupils.
- **The length of suspensions mandated in the subsequent sections of this Procedure may be modified by:**
  - **additional consideration under Section 22(1) of the Education Act (Suspension of Pupil)**
  - **and**
  - **the number of similar infractions on the student's record.**
- **As stated in Operating Procedure SP-20, "The Principal shall be at liberty to revoke the said suspension before the termination of the fixed period, if the Principal, in his/her discretion, deems same to be advisable.**
- **The length of the suspension may be modified by an agreement by the student to attend counselling sessions, with the counselling sessions taking the place of all or part of the suspension.**
- Expulsion must be considered for repeat offenders. In such cases the decision to begin expulsion procedures must be based on:
  - indications that the offending student may continue distribution or abusing alcohol or drugs;
  - apparent lack of serious concern on the part of the student about the consequences of alcohol or drug use and the level of disruption imposed by the student on other students, school staff and the education process.

3.2.4 To implement the Drug Education Policy, ensuring that students are informed of their rights under federal and provincial legislation (see also Operating Procedure SP-5, Police Interviewing Students) and such that students are treated fairly, in a professional manner and in a manner consistent with the well-being of all.

3.3 Definitions

3.3.1 For the purposes of this document "parent' shall mean the custodial parent(s) or legal guardian(s) of the student. It is recognized that if the student is 18 years of age or older that student is legally an adult.

3.3.2 For the purposes of this document "Principal" shall include the teacher designated by the Principal to be in charge of students while the Principal is unavailable.

3.3.3 Further definitions are found at the beginning of each section of this document.

3.4. Tobacco Usage

3.4.1 Tobacco is recognized as an addictive substance that has detrimental effects on both the short and long term health of the user.

3.4.2 Elementary Schools - In elementary schools no tobacco usage is allowed on either the school premises or the school grounds.

3.4.2.1 If a student is in possession of tobacco products the Principal shall remove the products from the student and dispose of them.

3.4.2.2 If a student is found using tobacco products the Principal shall suspend the student for a period of three (3) days, according to Operating Procedure SP-20 (see Section 3.12).

3.4.2.3 See follow up interventions - Section 2.2.7.

3.4.3 Secondary Schools - In secondary schools tobacco usage is permitted in designated areas.

3.4.3.1 If a student under the age of 16 years is in possession of tobacco products the Principal shall remove the products from the student and dispose of them.

3.4.3.2 If a student is found using tobacco products in other than the designated smoking area the Principal shall suspend the student for three (3) days, according to Operating Procedure SP-20 (see Section 3.12).

3.4.3.3 See follow up interventions - Section 2.2.7.

3.5 The Student is Suspected of Being Under the Influence

3.5.1 Definition: Under the influence means showing symptoms of the use of alcohol, non-prescribed drugs or inhalants while on Board property or at Board-sponsored events.

3.5.2 The First Infraction - The Principal shall:

3.5.2.1 determine if the student is in possession of any alcohol or other drug and, if so, refer to the Guidelines for the Seizure of Drugs (Section 3.11);

3.5.2 The First Infraction (cont)

3.5.2.2 contact the parent of the student (if the student is under 18 years of age or if the student is over 18 years of age and gives permission) as soon as possible to report the situation and the disciplinary procedures taken;

3.5.2.3 advise the student that they have violated board policy and of the consequences should there be a subsequent violation;

3.5.2.4 arrange for the safe departure of the student from the school property or the event by either parents or legal guardians, ambulance, police or other responsible adults or, if no such adult is available, retain the student in a safe, supervised environment;

The Principal may:

3.5.2.5 suspend the student for 3 days according to Operating Procedure SP-20 (see Section 3.12).

3.5.2.6 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share further information and to discuss available school or community based counselling services.
(See Section 2.2.4)

3.5.3 Subsequent Infractions

The Principal shall:

3.5.3.1 refer to the section 3.5.2;

3.5.3.2 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share further information and to discuss available school or community based counselling services;
(See Section 2.2.4)

3.5.3.3 suspend the student for 5 days, according to Operating Procedure SP-20 (see Section 3.12).

3.6 The Student Is In Possession Of Alcohol

3.6.1 Definition: Alcohol is all substances described in the Liquor Control Act.

3.6.2 The First Infraction

The Principal shall:

3.6.2.1 not leave the student alone;

3.6.2.2 confiscate the alcohol in the presence of an adult witness and dispose of the alcohol;

3.6.2.3 contact the parent of the student (if the student is under 18 years of age or if the student is over 18 years of age and gives permission) as soon as possible to report the situation and the disciplinary procedures taken;

3.6.2.4 advise the student that they have violated Board policy and of the consequences should there be a subsequent violation;

3.6.2.5 suspend the student for 3 days according to Operating Procedure SP-20 (See Section 3.12).

The Principal may:

3.6.2.6 conduct a search of the student's locker and personal effects (see Guidelines for Seizure of Drugs, Section 3.11).

3.6.2.7 use interventions suggested under 2.2.5.

3.6.3 Subsequent Infractions

The Principal shall:

3.6.3.1 refer to section 3.6.2;

3.6.3.2 suspend the student for 5 days according to Operating Procedure SP-20 (see Section 3.12).

The Principal may:

3.6.3.3 conduct a search of the student's locker and personal effects (see Guidelines for Seizure of Drugs, Section 3.11);

3.6.3.4 contact the police about the incident.

3.7 The Student Is In Possession Of Illicit Drugs

3.7.1 Definition: Illicit drugs include:

- drugs defined under the Narcotics Control Act such as opiates, cocaine and cannabis,
- drugs listed in Part 3 of the Food and Drug Act, such as amphetamines and barbiturates,
- drugs listed in Part 4 of the food and Drug Act, such as L.S.D., S.T.P., M.D.A. and other hallucinogenic drugs and
- steroids and other performance enhancing drugs.

3.7.2 First Infraction

The Principal shall:

3.7.2.1 not leave the student unattended;

3.7.2.2 confiscate, in the presence of an adult witness, the drugs and dispose of the drugs in consultation with the police (see Guidelines for the Seizure of Drugs, Section 3.11);

3.7.2.3 conduct a search of the student's locker and personal effects (see guidelines for Seizure of Drugs, Section 3.11).

3.7.2.4 contact the parent of the student (if the student is under 18 years of age or if the student is over 18 years of age and gives permission) as soon as possible to report the situation and the disciplinary procedures taken;

3.7.2.5 advise the student that they have violated Board policy and of the consequences should there be a subsequent violation;

3.7.2.6 suspend the student for 3 days according to Operating Procedure SP-20 (see Section 3.12).

The Principal may:

3.7.2.7 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share further information and to discuss available school or community based counselling services;
(See Section 2.2.5)

3.7.2.8 notify the police of the infraction.

3.7.3 Subsequent Infractions

The Principal shall:

3.7.3.1 refer to section 3.7.2;

3.7.3.2 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share further information and to discuss available school or community based counselling services;
(See Section 2.2.5)

3.7.3.3 suspend the student for 10 days according to Operating Procedure SP-20 (see Section 3.12);

3.7.3.4 notify police of the infractions.

3.8 The Student Is In Possession of Licit Drugs

3.8.1 Definition: Licit drugs include all solvents and inhalants such as glue, gasoline and some aerosol products.

3.8.2 First Infraction

The Principal shall:

3.8.2.1 not leave the student unattended;

3.8.2.2 in the presence of an adult witness, confiscate and dispose of the drug(s);

3.8.2.3 contact the parent of the student (if the student is under 18 years of age or if the student is over 18 years of age and gives permission) as soon as possible to report the situation and the disciplinary procedures taken;

3.8.2.4 advise the student that they have violated Board policy and of the consequences should there be a subsequent violation;

3.8.2.5 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share further information and to discuss available school or community based counselling services;
(See Section 2.2.8)

3.8.2.6 suspend the student for 3 days according to Operating Procedure SP-20 (see Section 3.12).

The Principal may:

3.8.2.7 conduct a search of the student's locker and personal effects (see guidelines for Seizure of Drugs, Section 3.11).

3.8.2.8 use interventions suggested under 2.2.8.

3.8.3 Subsequent Infractions

The Principal shall:

3.8.3.1 refer to section 3.8.2;

3.8.3.2 suspend the student for 6 days according to Operating Procedure SP-20 (see Section 3.12);

3.8.3.3 notify police of the infractions.

3.9 The Student Is Distributing Alcohol

3.9.1 Definition: Distributing means supplying, giving, selling or being in possession of a large quantity of alcohol.

3.9.2 The First Infraction

The Principal shall:

3.9.2.1 not leave the student unattended;

3.9.2 The First Infraction (cont.)

3.9.2.2 confiscate the alcohol in the presence of an adult witness and, in consultation with parents and police, dispose of the alcohol;

3.9.2.3 contact the parent of the student (if the student is under 18 years of age or if the student is over 18 years of age and gives permission) as soon as possible to report the situation and the disciplinary procedures taken;

3.9.2.4 advise the student that they have violated Board policy and of the consequences should there be a subsequent violation;

3.9.2.5 suspend the student for 5 days according to Operating Procedure SP-20 (see Section 3.12).

The Principal or Principal designate may:

3.9.2.6 conduct a search of the student's locker and personal effects (see Guidelines for Seizure of Drugs, Section 3.11).

3.9.2.7 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share information and to discuss available school or community based counselling services. (See Section 2.2.6)

3.9.3 Subsequent Infractions

The Principal shall

3.9.3.1 refer to section 3.9.2;

3.9.3.2 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share further information and to discuss available school or community based counselling services;(See Section 2.2.6)

3.9.3.3 suspend the student for 10 to 20 days according to Operating Procedure SP-20 and consider expulsion (see Section 3.12.5);

3.9.3.4 contact the police to report infractions.

3.10 The Student Is Distributing Drugs

3.10.1 Definition: Distributing means supplying, giving, distributing, selling or being in possession of a large quantity of licit or illicit drugs (see 3.5.1 and 3.6.1 for definitions).

3.10.2 The First Infraction

The Principal shall:

3.10.2.1 not leave the student unattended;

3.10.2.2 confiscate and dispose of the drugs, in the presence of an adult witness and in consultation with the police;

3.10.2.3 contact the parent of the student (if the student is under 18 years of age or if the student is over 18 years of age and gives permission) as soon as possible to report the situation and the disciplinary procedures taken;

3.10.2.4 advise the student that they have violated Board policy and of the consequences should there be a subsequent violation;

3.10.2.5 arrange a meeting with the parents or guardians (if the student is under 18 years of age or gives permission) and with the student to share further information and to discuss available school or community based counselling services;(See Section 2.2.7)

3.10.2.6 suspend the student for 20 days according to Operating Procedure SP-20 (see Section 3.10).

The Principal may:

3.10.2.7 conduct a search of the student's locker and personal effects (see guidelines for Seizure of Drugs, Section 3.11).

3.10.3 Subsequent Infractions

The Principal shall:

3.10.3.1 refer to section 3.10.2;

3.10.3.2 conduct a search of the student's locker and personal effects (see Guidelines for Seizure of Drugs, Section 3.11);

3.10.3.2 initiate procedures for the expulsion of the student (see Section 3.12.5)

3.11 Guidelines For The Seizure Of Drugs

3.11.1 An adult witness should be present when a staff member assumes possession of a drug from a student. The student shall not be left unattended.

3.11.2 Seized drugs shall be reported to and disposed of in consultation with a police officer as soon as possible.

3.11.3 Documentation of any seizure should occur as soon as possible. This information will be separate from the Ontario Student Record. Students should be notified of the conditions of documentation and that other than being released to parents and police as required by this policy, this information is confidential.

3.11.4 The Principal should ask for the student's cooperation in emptying pockets, purses, knapsacks, etc.

3.11.5 Police involvement should be used when necessary, or if the well being of the student is at risk. The police are to be notified in all situations where the distribution of drugs is suspected..

3.11.6 The search of the student's locker and personal effects should include the student and an adult witness whenever possible.

3.12 Guidelines For Suspensions And Expulsions

3.12.1 All suspensions must follow the guidelines set out in Operating Procedure SP-20: Suspension of Pupils.

3.12.2 The length of suspensions mandated in the preceding sections of this Procedure may be modified by:
- additional considerations under Section 22(1) of the Education Act (Suspension of Pupil)

and

- the number of similar infractions on the student's record.

3.12.3 As stated in Operating Procedure SP-20, "The Principal shall be at liberty to revoke the said suspension before the termination of the fixed period, if the Principal, in his/her discretion, deems same to be advisable.

3.12.4 The length of the suspension may be modified by an agreement by the student to attend counselling sessions, with the counselling sessions taking the place of all or part of the suspension.

3.12.5 Expulsion must be considered for repeat offenders. In such cases the decision to begin expulsion procedures must be based on:
- indications that the offending student may continue distributing or abusing alcohol or drugs;
- apparent lack of serious concern on the part of the student about the consequences of alcohol or drug use and the level of disruption imposed by the student on other students, school staff and the education process.

4.0 PARTNERSHIPS WITH STUDENTS, PARENTS & COMMUNITY

4.0 PARTNERSHIPS WITH STUDENTS, PARENTS AND COMMUNITY

4.1 **Goal** - The staff and trustees of the Board of Education for the City of Hamilton, will direct the schools in initiating and promoting cooperation and dialogue by establishing and maintaining partnerships with parents, students and the community.

4.2 **Preamble:** The following suggestions about ways to establish the links with all concerned members of the schools and community are not in any way intended to be exclusive. The following are simply suggestions, which may be adopted or adapted depending on local need, availability of resources and the specific developmental needs of the children involved. It must also be noted, that school personnel as well as all members of the community are role models for our young people. By establishing and maintaining these partnerships, our communities will be able to support the Board's efforts to implement guidelines for behaviour that are mutually acceptable. We believe these to be minimum steps towards a meaningful partnership that requires allocation of funds by the Board of Education.

4.3 **Community:**
Objective - to obtain endorsement and commitment to the policy by informing key umbrella groups of the philosophy and administrative role of the Board.

Action: 1. Involve the following groups: The Hamilton Academy of Medicine, The Hamilton-Wentworth Department of Health Services, Service Clubs, Home and School Associations, Recreation Centres, the Child and Adolescent Service, Alcohol and Drug Assessment Service, Alternatives for Youth, The Pharmaceutical Association, the Hamilton Law Association, Police Departments, the Addiction Research Foundation, Public Library System and Corporations (involved in or possibly involved in sponsorship of programs).

2. Promote public service announcements on radio, T.V., talk shows and in other public displays such as bus shelters, outdoor school signs and billboards. Some of these events may be tied to existing special events, see Appendix 6.4.

3. Hold a public launch of the policy during Drug Awareness Week.

4. Invite corporate sponsors to support and or develop related programs such as theatre presentations, videos, multimedia presentations, booklets, etc.

4.4 **Parents:**
Objective - to ensure parents understand the school's application of the policy and the intervention options available to the students.

Action -
1. Inform parents of the policy through short workshops during parent nights rather than holding specific drug policy information nights.

2. Develop a parent brochure and hand it out to new students and their families.

Action (cont.)

3. **Send** information, e.g. via school newsletters, to each home, annually with the report card.

4. **Provide** information for public forums in community settings e.g. library, City Hall, Convention Centre.

4.5 **Students:**
Objective: to provide appropriate information to meet specific needs, recognizing the developmental and growth cycles of students.

Action:
1. **To inform** new students and their families of the existence and application of the policy.

2. **Develop** assemblies, brochures, posters about healthy lifestyles, drug information and intervention procedures.

3. **Supply** information to students regarding the formation and purposes of support groups or program options e.g. O.S.A.I.D., etc.

4. **Integrate** the drug/lifestyle information in all subject areas through the existing curriculum.

5. **Provide** in-service to student councils and groups, annually, on the application of the policy.

6. **Establish** a central resource area within the school for drug and alcohol information, for the use of students, teachers, parents, etc.

4.6 Staff:
Objective - to integrate the policy and its curriculum components into existing courses, rather than new curriculum units.

Action -
1. **The school** will encourage acquisition of Library resources that are curriculum related e.g., Blood Alcohol Concentration in mathematics, healthy lifestyle in Family Studies, etc.

2. **Subject Area Coordinators** shall provide guidance, suggestions and teaching aids for adaptation of current curriculum to include drug information and healthy lifestyle.

3. **Provide** inservice to teachers through professional development days and staff presentations.

4. **The policy** component can be presented in the context of Law or Family Studies.

5.0 Implementation Plan

5.1 Implementation Plan

5.1 IMPLEMENTATION PLAN

TIMELINES	
Feb-Sept	Action Team#5 - IMPLEMENTATION DESIGN
Feb-June	Drug Policy Committee Action Teams 1,2,3,4,5
April/May/June	Policy Paper Developed and Validated — Draft(s) Final
	Implementation Team • prevention of drug use through education (Bob Chapman) • intervention and counselling (Mary-Ann Tangney) • procedures for dealing with drug-related incidents (Rick Clark, Marg Campbell) • development of partnerships: (Abe Friesen) • approaches to policy implementation: (Bryan Schofield) (Lynne Kendrick) • resource (Mary Caye Clarke)
Sept. 1991	Senior Management
Oct. 1991	Development Committee/Full Board
Oct/Nov 1991	Area 1 / Area 2 / Area 3 / Area 4 / Area 5 Vanier / Community Partnerships
	Administrators
	Staff Drug Awareness Trainees
	Adjustment Consultants, Guidance Counsellors, School Social Workers
Nov (3rd Week) Drug & Alcohol Awareness Week	Schools / Schools / Schools / Schools / Schools / Neighbourhood Partnerships Staffs Students Parents
Dec 1991	Evaluation of Implementation (Feedback)
	Ongoing School Based Planning

6. APPENDICES

6.1 PROCEDURES IN CASE OF ACCIDENTS

6.2 EMERGENCY PSYCHIATRIC SERVICES

6.3 PRINCIPALS' GUIDE TO POLICE INTERVIEWING STUDENTS

6.4 PARTNERSHIP: SUBSTANCE ABUSE AND SPECIAL NEEDS

PROCEDURES IN CASE OF ACCIDENTS AND ILLNESSES IN SCHOOLS

1. When a pupil becomes ill or sustains an injury during the school day, the principal or the teacher in charge is expected to assume temporarily the responsibilities of a parent or guardian in first-aid and/or in referral for medical examination and supervision.

2. The teacher will follow procedures outlined in the school plan for dealing with accidents and illnesses. In general, classroom teachers look after minor cuts and scrapes; more serious injuries are referred to the school office for attention by the principal or trained first-aid personnel.

3. When the pupil's condition appears to be of a minor nature, the principal or teacher in charge may either allow the pupil to remain in school to rest under observation or arrange with the parent for the pupil to be taken/sent home.

4. In the event of illness or an injury other than one appearing to be of a minor nature, or, in doubtful cases and where medical attention may be necessary, the principal or teacher in charge shall notify the parents of the pupil by telephone, if possible. The parent/guardian may then consult the family doctor for further direction and/or arrange to take the pupil to the doctor or to the home. If the parents cannot be contacted, the principal or the teacher in charge may contact the family doctor directly, if possible.

5. In the event of illness or injury appearing to be of a serious nature where immediate hospitalization is considered necessary, the principal or teacher in charge should call an ambulance (911) and send the pupil directly to the hospital, accompanied by a responsible adult. The parent or guardian shall be contacted as soon as possible and be informed of the action taken.

6. If a child has special needs relating to a chronic or recurring medical condition, the parent should discuss the situation in person with the school principal, detailing necessary procedures. As well, if medication must unavoidably be taken at school, the appropriate forms must be completed so school personnel understand clearly the dosage and frequency.

7. After each injury, except one of a very minor nature, the principal will submit the Accident Report Form, in duplicate, to the Property and Insurance Department at the Board of Education.

(Revised March 1989)

6.2 Emergency Psychiatric Services

Guidelines

The following are suggested guidelines in dealing with psychiatric emergencies, attempted suicides, bizarre behaviour, acute depression, etc.

1. The principal, adjustment consultant or principal's designate should follow steps as outlined in the September 1986 Academic Memo (AM - 15), "procedures in Cases of Accident and Illness:, and the January 1983 Operating Procedure, SP - 06.

2. Psychiatric emergencies may be referred to the Emergency Department of the local hospital when the family physician cannot be reached or if the situation is too urgent to delay. Parents should be made aware.

3. In psychiatric emergencies directed to a hospital, the responsible adult accompanying the student should be knowledgeable about the problem and be prepared to remain with the student until relieved by medical personnel and the parents.

4. Advance warning to the hospital Emergency Department may help facilitate more immediate intervention.

5. Depending on the Emergency Department's disposition, further information may be requested by other treatment modalities in the Psychiatric Network (e.g. Chedoke Child and Family Centre, McMaster University Medical Centre, Hamilton Psychiatric Hospital, Psychiatric Services of the Hospital).

6. The hospital staff may, when they deem it necessary contact the school principal and/or adjustment consultant to indicate specific concerns and direction. The adjustment consultant should be asked to initiate contact if any follow-up information is sought or if major concerns continue at the school.

7. Hospitals:

Chedoke	Sanatorium Rd.	52-2100
Hamilton General	Barton Street East	527-0271
Henderson General	Concession St.	389- 4441
Joseph Brant	1230 North Shore Blvd. E.	336-4116
McMaster U.M.C.	1200 Main Street West	521-2100
St. Joseph's	50 Charlton Ave. E.	522-4941

6.3 Principals' Guide To Police Interviewing Students Y.O.A. - Sect. 56

STEPS

1. Call parents as soon as possible.

2. If parents unavailable, student asked if there is any other adult she/he would like to be present, (relative, lawyer, teacher, etc.)

3. Student advised to give no statement to the police until person chosen arrives.

4. Advisor and student to have a reasonable time for consultation.

5. Student may waive his right to have anyone present.

See Operating Procedure SP-05 For Further Details

- Concomitant to this, it may be appropriate to advise the parent(s) and student of the school discipline policy and utilize appropriate sections.

When the student returns to school, follow the steps found in Section 2.2.

6.4 PARTNERSHIP: SUBSTANCE ABUSE AND SPECIAL NEEDS

MONTH	OBSERVATION	CONTACT
JANUARY	• National Non-Smoking Week	W.H. Lung Association 101-131 John St. Hamilton L8N 2C3 Phone: 527-5864
FEBRUARY	• Heart Month	Heart & Stroke Foundation 19 Albert St. Hamilton L8M 2Y1 Phone: 545-2400
MARCH		
APRIL	• Cancer Month • Ride for Cancer • World Health Day	Enquiries: your local unit of the Canadian Cancer Society Theme: "Disaster Preparedness". Slogan "Should disaster strike-be ready". Enquiries: Ed Aiston, Office of International Affairs Health & Welfare Canada. Ottawa K1A 0K9 (613) 957-7298 Fax (613) 952-7417.
MAY	• National Motorcycle Awareness Month • National Summer Safety Week • Canada Health Day	A national public awarness campaign focusing on motorcyle safety. Enquiries: Raynald Marchand, Canada Safety Council, 2750 Stevenage Drive, Unit 6 Ottawa, Ontario K1G 3N2 (613) 739-1535, Fax (613) 739-1566. Enquiries: Pat Holas, Canada Safety Council, 2750 Stevenage Drive, Unit 6, Ottawa, Ontario K1G 3N2, (613) 739-1535, Fax (613) 739-1566 Theme: "Protect Your Health and the Environment." Enquiries: Nicole Mitchell, Canadian Hospital Association, 17 York Street, Suite 100, Ottawa, Ontario K1N 9J6 (613) 238-8005 Fax (613) 238-6924.

MONTH	OBSERVATION	CONTACT
MAY (CONT'D)	• Sober Driver • Sober Boater Week	
	• Provincial Arrive Alive Drive Sober Week	Pride Lisa Waywell Provincial Coordinator 2558A Yonge Street #102 Toronto, Ontario M4P 2J3 (416) 487-1160
	• Ontario Students Against Impaired Driving Day	Cathy Sturgis Secretary for Board of Directors for ASAID University of Guelph 330 Gordon Street, Guelph N1G 1X6, (519) 836-0246
	• Canada's Fit Week	During this week, groups across Canada will be organizing events to stimulate greater participation in physical activity. Enquiries: Canada's Fitweek Secretariate, 1600 James Naismith Dr., Suite 202, Gloucester, Ont., K1B 5N4, (613) 993-0107, Fax (613) 993-6089
MAY 31	• World No-Tobacco Day	
JUNE	• Better Breathing Month	H.W.Lung Association
	• Senior Citizen's Month	Most provinces will be organizing activities or producing materials for the month or for a week sometime during the month. To find out if your province is involved, write or call your provincial ministry of social services.
	• National Water Safety Week	Enquiries: your local Red Cross branch.
	• Canadian Occupational Health & Safety Week	Theme: "Excellence: Today's Goal, Tomorrow's Reward." Enquiries: Canadian Society of Safety Engineering, 6519 B Mississauga Rd. Mississauga, Ont. L5N 1A6 (416) 567-7192, Fax (416) 567-7191.

6.4

PARTNERSHIP: SUBSTANCE ABUSE AND SPECIAL NEEDS

MONTH	OBSERVATION	CONTACT
JULY		
AUGUST		
SEPTEMBER		
OCTOBER	• Fire Prevention Week	Enquiries: Fire Prevention Canada (FIPRECAN) 1590 Liverpool Court, Unit 7, Ottawa, Ont. K1B 4L2 (613) 749-8200, Fax(613)749-1389
	• National Family Week	Enquiries: Family Service Canada, 55 Parkdale Ave., Ottawa, Ont. K1Y 4C1, (613) 728-2463, Fax (613) 728-3481
	• School Safety Week	Enquiries: Pat Holas, Canada Safety Council, 2750 Stevenage Dr. Unit 6, Ottawa, Ont. K1G 3N2 (613) 739-1535, Fax (613) 739-1566
NOVEMBER	• Christmas Seals	Conducted by Lung Association across Canada, this campaign is the major source of funding for medical research, public health education and community programs in the prevention and control of lung diseases. Enquiries: Canadian Lung Association, 75 Albert St., Suite 908, Ottawa, Ont. K1P 5E7, (613) 237-1208, Fax (613) 563-3362
	• Drug & Alcohol Awareness Week	Raising Community Awareness DAAC, P.O. Box 57115, Jackson Station "A" Hamilton, Ontario, L8P 4W9 Phone ARF 525-1250
DECEMBER		

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1991 10 15.

To the Chairman and Members,
Development Committee,
The Hamilton Board of Education.

Ladies and Gentlemen:

THE SECONDARY SCHOOL STUDY REPORT

In June The Secondary School Study Report was presented to the Development Committee for information. At that time, it was indicated that the report would be brought back in the Fall for approval.

The Secondary School Study Report is an enabling document which provides a framework for secondary education over the next decade in Hamilton. It has been prepared from system input collected over the past two and one-half years and reflects the current directions and priorities of the Ministry of Education. As well, the recommendations contained in this report integrate with the work under way by the Middle School Development Committee, the Program Department Action Teams, and other current initiatives of the Hamilton Board of Education.

This report strongly emphasizes curriculum renewal and review of curriculum delivery. It is highly congruent with the findings emerging from the Program Department's Review and is a logical extension of the program changes which are now taking place in our elementary schools.

The approval of this report will set in place a process to deal with the recommendations which appear in the appendices of the report, as well as future directions which may emerge from the community, Board or Ministry of Education.

This process will ensure that change in our secondary schools is carefully managed, occurs in harmony with other system priorities, and at an appropriate pace.

Following the Hamilton Board of Education's approval of this report, all recommendations in the appendices to the report will be referred to the appropriate Board of Education Departments or to a proposed Secondary School Development Committee for consideration. Over a three to five-year period, recommendations proposed for implementation will be brought to the Board with appropriate rationale and costing.

Recommendation:

THAT THIS REPORT BE APPROVED

Prepared by: Secondary School Study Committee Writing Team
Submitted by: A. L. Stockwell, Associate Director of Education
Approved by: K. A. Rielly, Director of Education and Secretary
kd

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECONDARY SCHOOL STUDY REPORT

TO THE DEVELOPMENT COMMITTEE OF THE HAMILTON BOARD OF EDUCATION

1. BELIEFS UNDERLYING THE SECONDARY SCHOOL STUDY REPORT

The fundamental beliefs underlying the Secondary School Study Report are consistent with the Vision and Mission statements of the Board.

1.1 The developmental, personal, educational and vocational needs of the learner in secondary schools of the 90's are radically different from those of the past.

1.2 The needs of the learner and the nature of the learning process determine:
- **program and its effective delivery;**
- **qualities of the effective teacher;**
- **learning environment and resources;**
- **school organization and decision-making processes.**

1.3 In order to meet the changing needs of learners and the changing demands of society and the workplace, staff development and staff retraining are priorities.

2. PRIORITIES FOR ACTION IN SECONDARY EDUCATION

Response to the discussion paper clearly indicated four priorities for action in developing secondary schools for the year 2000 (see Appendix 7.5). These priorities reflect and reinforce System priorities, Junior Kindergarten to O.A.C., already under way.

2.1 Staff Development

Staff development is the first priority in effecting needed change in secondary school education.

2.2 Program

Evolving Ministry directions in the Transition and Specialization Years will require careful monitoring and appropriate action. Meanwhile, staff development and retraining programs must continue and be intensified.

2.3 Accountability

Developing accountability at all levels of the system is critical if secondary school education is to effectively address the needs of the learner in the 1990's. Clear expectations must be established, and functions and responsibilities clearly defined and evaluated on an ongoing basis. Staff development will play a key role in this process.

2.4 Decentralization

The structures for decentralization are now in place. The processes relating to these structures must be completed as soon as possible, i.e., roles, functions, lines of communication, program and accountability require further development before implementation. Staff development will play a key role in this process.

3. RECOMMENDATIONS

Based on the beliefs and priorities for action, the Secondary School Study Committee respectfully recommends the following:

3.1 Recommended that the Beliefs (Section 1) of this Report be adopted by the Board.

3.2 Recommended that the Priorities for Action (Section 2) be adopted by the Board.

3.3 Recommended that the recommendations contained in Appendix 7.4.1 of this Report be referred, as indicated, to existing departments, committees and action teams for consideration as part of their deliberations.

3.4 Recommended that a Secondary School Development Committee be established:

- **to co-ordinate the design and development of secondary school programs for the Transition and Specialization Years based in the Beliefs and Priorities for Action of this Report.**
- **in collaboration with existing action teams, committees and departments, to consider the recommendations for development contained in Appendix 7.4.2 of this Report.**
- **to monitor Ministry of Education initiatives and directions for the Transition and Specialization Years.**

APPENDICES TO THE

SECONDARY SCHOOL STUDY REPORT

7. APPENDICES

7.1 BACKGROUND

7.1.1 PURPOSE OF THE SECONDARY SCHOOL STUDY

The Secondary School Study was undertaken to:

- review secondary education in Hamilton in the 1990's.
- recommend future directions for secondary education in Hamilton.

7.1.2 PROCESS OF PREPARING THE SECONDARY SCHOOL STUDY REPORT

A representative steering committee was formed comprised of parents, students, teachers, school administrators, trustees, O.S.S.T.F. members and Board officials (see Appendix 7.2.1). The steering committee received oral and written reports (see Appendix 7.3) from a number of subcommittees (see Appendix 7.2.2) made up of representatives from the community, the system at large and the steering committee itself.

A writing team of members of the steering committee (see Appendix 7.2.3) processed the data and the recommendations of the subcommittees into a working paper which consisted of specific recommendations with supporting rationale.

The working paper was circulated through the system and community for reaction. This input was processed by a data collection team (see Appendix 7.2.4), and the original recommendations revised in terms of the input.

A second writing team (see Appendix 7.2.3) then prepared this final report.

Under the direction of the Associate Director and in consultation with Senior Management, the majority of the recommendations from the working paper (see Appendix 7.4.1) which are consistent with system priorities and current directions will be referred to the appropriate Board Departments for their consideration and action. The remaining recommendations which require further planning and decision-making appear as Appendix 7.4.2 of this report and will be referred to the proposed Secondary School Development Committee.

7.1.3 RATIONALE FOR THE SECONDARY SCHOOL STUDY REPORT

Together, the subcommittee reports, the working paper, and the feedback from the System to the working paper, all point to the following conclusions.

The study reveals that secondary education in Hamilton over the past few decades has served the needs of students and has met the expectations of society and the workplace.

However, response to the working paper confirms that the current climate, organization, program and program delivery strategies in secondary schools will need to change to meet the needs of learners, the demands of society and the requirements of the workplace of the 1990's and the year 2000.

The **priorities for action**, included in this report, are intended to provide direction for the challenges that educators in Hamilton face as they prepare students to enter the 21st century. They are based on fundamental **beliefs** about learning that are both implicit and explicit in the input, data and reports considered by the Secondary School Study Committee.

7.2 Acknowledgements

7.2.1 Secondary School Study Steering Committee (1989)
Judith Bishop, Trustee
Mary Caye Clarke, Chairman of the Board
Jim Goddard, Student, Crestwood Secondary School
Diane Gruhl, Parent
Ken Hall, Retired Principal, Sherwood Secondary
Gary Hardman, Purchasing Agent
Bob Harkness, Business Education Coordinator
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The following are acknowledged for their early work on the study:

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Ray Mulholland, Trustee

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Andy Cranbury	Bud Knowles	Dave Plant
Jim Davies	Jim Lawson	Gail Rappolt
Darlene Flett	Bob Leedale	Mary Sager
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Bill Manson, Chairperson, Editor
Carol Ramberan
Gail Rappolt
Linda Sheppard, Typist
Stewart Thompson

7.2.4 Data Collection Team and Contributors

7.2.4.1 Team

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7.2.4.2 Contributors

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- Middle School Development Committee
- Curriculum Department
- A.E.F.O.
- Individuals - Ron Anderson; Judith Bishop; Evelyn Brown; Mike O'Connor; Art Shore; Peter Turnbull.

7.3 Subcommittee Reports
(full Reports are available from Dr. Harry Paikin Library)

7.3.1 Albion (January 24, 1989)
7.3.2 Delta (October 31, 1989)
7.3.3 Techological Studies (February 16, 1990)
7.3.4 OS:IS (November, 1989) (February 16, 1990)
7.3.5 Futures (June 23, 1989) (February 16, 1990)
7.3.6 Program (December 15, 1989)
7.3.7 Visions (February 16, 1990)
7.3.8 Vocational (June 23, 1989) (February 16, 1990)

7.4 Specific Recommendations for Action

7.4.1 Summary of Recommendations and Referrals

Note: The numbers in the left-hand column refer to the numbering of recommendations in the working paper.

WORKING PAPER RECOMMENDATION NUMBER	REFER FOR ACTION -
	A. TO PROGRAM DEPARTMENT
	Transition and Specialization Years
3.1.1.1	**Recommended that the Board respond to the Ministry Initiatives (Action Plan 1989-94) through a consultative process, co-ordinated through the Program Department and that the responses be approved by Senior Management prior to being submitted to the Ministry of Education.** [To Audit Teams]
3.1.1.3	**Recommended that the Board's System Retention Committee submit a set of recommendations to Senior Management.** [Completed February, 1991]
3.1.1.4	**Recommended that the guidance co-ordinator ensure that secondary school guidance departments and middle school guidance teachers collectively draft a mission statement and a three-year plan consistent with the Ministry Guidance Vision being developed.** [Completed April, 1991]
4.1.1.1	**Recommended that an on-going in-service program be developed and implemented which:** • **fosters understanding of,** • **promotes skills development for,** • **encourages commitment to,** **effective classroom practice and program delivery for the curriculum of the '90s.** [Also to Human Resources Department & Staff Development Action Team]
4.1.2.1	**Recommended that components of all in-service programs involve the image of the ideal educated person and the image of the ideal teacher.** [Also to Human Resources Department and Staff Development Action Team]
5.1.1.3	**Recommended that, in anticipation of the prospect of a de-streamed Grade 9, student evaluation strategies be explored which will challenge the high-ability student, will serve to motivate and encourage the low-ability student ... and yet will provide students and parents appropriate feedback to allow them to make sound option selections for a "streamed" Grade 10.**
	Board Initiatives/Decentralization
3.2.1.1	**Recommended that the Program Department revise the Board's RDI model to reflect the goals of school-based management and that this revision be brought to Senior Management for approval by June, 1991. (Note: "School-based Management" will require clarification.)** [To Development & Implementation Action Team]

3.2.1.2 **Recommended that all programs developed in the Board use the RDI model in a systematic way and at the appropriate scale (system, area, school, department).**

3.2.1.3 **Recommended that the Program Department produce the system three-year curriculum plan in draft form for January of each year and that it be finalized upon budget approval in March/April.**
[To Development & Implementation Action Team]

3.2.1.4 **Recommended that the Program Department, in consultation with secondary school principals and area supervisors, revise the Secondary School Program Implementation Plan by November 1991 to identify core program and reflect school-based management. (Note: "Core Program" and "School-based Management" will require clarification.)**
[To Development & Implementation Action Team]

4.2.1.1 **Recommended that as key components of all System, Area and school in-service programs for growth and development, the following components be integrated and emphasized:**

- **knowledge to raise awareness and foster understanding of the broad concepts of change, and of the positive nature of professional growth and development.**
- **skills to deal effectively with the broader processes of change, and of professional growth and development.**
- **affect to foster acceptance of the need for positive change, and for on-going professional growth and development in terms of established goals.**

[Also to Human Resources Department & Staff Development Action Team]

5.2.2.1 **Recommended that program delivery continue to be offered in a wide variety of ways to best meet student needs, and that this include the continuation of special needs or alternative schools for special needs students.**
[To Alternative Education Action Team]

6.2.1.1 **Recommended that all schools negotiate with the Program Department, through the appropriate Superintendent of Schools, a plan for a comprehensive school self-evaluation.**
[To Accountability Action Team]

6.2.2.1 **Recommended that in view of the greater diversity which may evolve in schools resulting from decentralization, a set of measurable school objectives be established for which each Principal will be responsible.**
[To Accountability Action Team]

Technology in the 90's

3.3.2.1 **Recommended that the Board offer programs which meet the needs of all students in the school: technical literacy for general interest, skills training for direct employment, and/or background knowledge required for post-secondary studies.**
[To Tech. Co-ordinator]

3.3.2.2 **Recommended that the Board consolidate the current sixty-plus subjects which can be taught from the technological studies guidelines into five major areas:**

(i) Communications
(i) Construction
(iii) Manufacturing
(iv) Services
(v) Transportation

[To Tech. Co-ordinator]

3.3.2.3 **Recommended that programs be problem based and that student-centred learning, independent skills and co-operative learning be emphasized.**
[To Tech. Co-ordinator]

3.3.2.4 **Recommended that programs be adapted to meet the needs of students in each school community.**
[To Tech. Co-ordinator]

3.3.2.5 **Recommended that, wherever possible, related programs involve team teaching (two or more teachers) to provide a range of resources for the students.**
[To Tech. Co-ordinator]

3.3.2.6 **Recommended that flexibility of program delivery be ensured so that programs are available for the maximum number of students in the city.**
[To Tech. Co-ordinator]

3.3.3.1 **Recommended that programs which lead to post-secondary studies be developed in consultation with post-secondary institutions.**
[To Tech. Co-ordinator]

3.3.3.2 **Recommended that the Integrated Apprenticeship Program of the Hamilton Board of Education be implemented as approved by the Ministry of Education.**
[To Tech. Co-ordinator]

3.3.3.3 **Recommended that the Hamilton Board of Education continue to support a technological showcase every four years to advertise new technological trends and programs in our schools.**
[To Tech. Co-ordinator]

3.3.3.5 **Recommended that communication with Mohawk College and other community colleges be encouraged with a view to reaching articulation agreements. (Note: "Articulation Agreement" will require clarification.)**
[To Tech. Co-ordinator]

3.3.4.1 **Recommended that the concepts of technology be introduced, at the primary and junior levels, in Science, Visual Arts, and Environmental Studies.**

3.3.4.2 **Recommended that the implementation of the middle school Design and Technology Document be supported by middle-school Principals, secondary school Technical Department Heads, Principals and Senior Management.**
[To Tech. Co-ordinator]

3.3.5.1 **Recommended that each secondary school library/resource centre develop a three-year plan under the system Partners In Action Program, delineating equipment, renovations, and the personnel needed to automate and maintain the school resource centre.**
[Completed September, 1990]

3.3.5.2 **Recommended that each subject or program and each secondary school have a three-year computers in education plan focused on the integration of computers into curriculum, and identifying the resources and support staff needed to carry out the plan.**
[Completed September, 1989]

3.3.5.3 **Recommended that the Program Department develop a media literacy framework as the basis for integrating media skills across the curriculum.**
[Completed September, 1990]

3.3.6.1 **Recommended that Computers in Education, school libraries and Media in Education be combined into one department at one site by September, 1991.**

3.3.6.2 **Recommended that a system plan for technical support of Partners In Action, Computers In Education, and Media In Education be developed at the school, area, and system levels.**

3.3.6.3 **Recommended that a Curriculum Information System be created to permit resources of all types to be readily accessible to teachers.**

4.3.1.1 **Recommended that on-going and updated in-service opportunities and programs be developed and implemented to:**
- **foster understanding,**
- **develop and upgrade skills for the use,**
- **encourage the integration, where appropriate,**

of the technologies of the '90s.
[Also to Human Resources Department & Staff Development Action Team]

5.3.2.1 **Recommended that financial resources continue to be provided to support a comprehensive plan for purchase of new technological equipment and supplies and for the provision of appropriate facilities.**
[Also to Accommodation Committee]

Literacy

3.4.1.1 **Recommended that the Program Department purchase or create an interdisciplinary skills list by June, 1991.**

3.4.1.2 **Recommended that the Program Department, area teams, and the Information Management Services Department jointly develop a systematic plan to educate parents and the community in the concept of literacy.**

3.4.1.3 **Recommended that every effort be made to develop partnerships among business, industry, post-secondary institutions, and volunteers in programs to eliminate illiteracy in our community.**
[To Continuing Education Action Team]

3.4.2.1 **Recommended that resources continue to be focused on the development of children's language skills in the early and primary years.**

4.4.1.1 **Recommended that in-service programs be developed and implemented as a system priority to ensure that literacy is an integral component of all programs. (Note: "Literacy" will have to be clarified.)**
[Also to Human Resources Department & Staff Development Action Team]

4.4.1.2 **Recommended that these in-service programs also deal with:**
- **reading for pleasure,**
- **media and computer literacy,**
- **language across the curriculum.**

[Also to Human Resources Department & Staff Development Action Team]

4.4.1.3 **Recommended that the whole language learning concepts from the Primary Division be used in in-service for the system.**
[Also to Human Resources Department & Staff Development Action Team]

6.4.1.1 **Recommended that the Board develop benchmarks or competency levels in language studies that continue from the Growing Into Language Document (JK to Grade 3).**
[To Accountability Action Team]

6.4.1.2 **Recommended that the Board investigate benchmarks in mathematics and other subjects as the directions and parameters of the Ministry develop.**
[To Accountability Action Team]

6.4.1.3 **Recommended that the Board implement a program of remediation for students who do not meet the competency levels.**
[to Accountability Action Team]

Environment

4.6.1.1 **Recommended that on-going in-service programs be developed and implemented as a system priority to:**
- **raise awareness of environmental issues,**
- **promote the environment as a focus in all curricula.**

[Also to Senior Management & Environmental Steering Committee]

The Larger Classroom

3.7.1.2 **Recommended that teacher/librarians, department heads, and teachers work co-operatively to plan meaningful inter-disciplinary experiences for students.**

3.7.1.4 **Recommended that priority be given to implementation of the Ministry Co-operative Education policy document.**

5.7.1.1 **Recommended that a greater emphasis be placed upon the marketing of our service to address the needs of a diverse adult population...**
- **the needs of those seeking higher educational qualifications.**
- **the needs of those seeking employment skills.**
- **the needs of retirees.**
- **the needs of the young adult with small children.**

[To Adult Education Action Team]

6.7.1.2 **Recommended that, where appropriate, co-ordinators establish subject advisory committees with representation from business, industry and institutes of higher learning.**

General

3.8.1.1 **Recommended that all programs continue to have a strong "affect" component focused on social and interpersonal skills and the skills of co-operation, negotiation, and shared leadership.**

3.8.1.2 **Recommended that the Family Studies and Physical Education Departments develop a plan involving all roles in the secondary system to improve the physical and emotional "fitness" of secondary school students using the two Ministry guidelines.**
[To School Support Services Action Team]

3.8.1.3 **Recommended that the two tri-board projects (Substance Abuse and Family Violence) be clearly understood as system and community responsibilities which go far beyond classroom "curriculum."**

3.8.1.4 **Recommended that the steering committee ensure that the substance abuse curriculum be in place by the dates recommended in Ministry guidelines.**

3.8.1.5 **Recommended that the family violence program be managed under the family studies department and supported by both area teams and by the staff development department.**

3.8.1.6 **Recommended that all subjects foster career awareness, and career planning as an integral part of their programs.**

3.8.1.7 **Recommended that a system Arts Policy be developed by the appropriate co-ordinators and department heads and adopted by Senior Management and the Board.**

3.8.1.8 **Recommended that the following subjects, in view of their major changes in program direction, report to Senior Management before December 1991, and that a plan to share these changes with and beyond the system be developed by the appropriate co-ordinator:**

- **Third Languages**
- **Dramatic Arts**
- **Family Studies**
- **Co-operative Education**

3.8.1.9 **Recommended that the following system reviews report to Senior Management (Board) as soon as possible:**

- **EASL/D**
- **TMR Program**
- **Role of the LRT**

[To ESL & Special Education Action Teams]

3.8.1.10 **Recommended that the following system reviews report the changes in direction to Senior Management:**

- **Gifted Education Review**
- **Special Education Review (Plan)**

[To Special Education Action Team]

3.8.2.1 **Recommended that the Program Department develop Levels of Use Charts as an integral part of all new curricula. (Note: "Levels of Use Charts" purpose should be clarified.)**

6.8.1.1 **Recommended that a systematic approach to curriculum review, based on the RDI Model, be implemented in all subject disciplines.**
[To Accountability Action Team]

6.8.1.2 **Recommended that the Board's plan for Curriculum Review be integrated with the Ministry of Education's schedule for subject review.**
[To Accountability Action Team]

6.8.1.3 **Recommended that the Program Department use the Ministry of Education's OAC examination reviews as a basis for determining appropriate examination questions and examination evaluation criteria.**
[To Accountability Action Team]

6.8.1.4 **Recommended that all curricula be written with a reasonable number of measurable objectives which must be achieved and a system of remediation be established to assist students who are not able to master the identified objectives.**
[To Accountability Action Team]

6.8.4.1 **Recommended that Information Management Services develop a program to provide a systematic, statistical analysis showing success rate, completion rate and mark distribution by subject and by school.**
[To Accountability Action Team]

B. TO HUMAN RESOURCES DEPARTMENT

Transition and Specialization Years

4.1.1.1 **Recommended that an on-going in-service program be developed and implemented which:**
- **fosters understanding of,**
- **promotes skills development for,**
- **encourages commitment to,**

effective classroom practice and program delivery for the curriculum of the '90s.
[Also to Program Department & Staff Development Action Team]

4.1.2.1 **Recommended that components of all in-service programs involve the image of the ideal educated person and the image of the ideal teacher.**
[Also to Program Department & Staff Development Action Team]

5.1.2.2 **Recommended that the Board work closely with teacher training institutions to ensure that teacher training in the '90s meets the needs of the Hamilton system in terms of Ministry initiatives.**

6.1.1.2 **Recommended that the Board work closely with teacher training institutions to ensure that teacher training in the '90s meets the needs of the Hamilton system in terms of Ministry initiatives.**

Board Initiatives/Decentralization

4.2.1.1 **Recommended that as key components of all System, Area and school in-service programs for growth and development, the following components be integrated and emphasized:**
- **knowledge to raise awareness and foster understanding of the broad concepts of change, and of the positive nature of professional growth and development.**
- **skills to deal effectively with the broader processes of change, and of professional growth and development.**
- **affect to foster acceptance of the need for positive change, and for on-going professional growth and development in terms of established goals.**

[Also to Program Department & Staff Development Action Team]

Technology in the 90's

4.3.1.1 **Recommended that on-going and updated in-service opportunities and programs be developed and implemented to:**
- **foster understanding,**
- **develop and upgrade skills for the use,**
- **encourage the integration, where appropriate,**

of the technologies of the '90s.
[Also to Program Department & Staff Development Action Team]

Literacy

4.4.1.1 **Recommended that in-service programs be developed and implemented as a system priority to ensure that literacy is an integral component of all programs. (Note: "Literacy" will have to be clarified.)**
[Also to Program Department & Staff Development Action Team]

4.4.1.2 **Recommended that these in-service programs also deal with:**
- **reading for pleasure,**
- **media and computer literacy,**
- **language across the curriculum.**

[Also to Program Department & Staff Development Action Team]

4.4.1.3 **Recommended that the whole language learning concepts from the Primary Division be used in in-service for the system.**
[Also to Program Department & Staff Development Action Team]

Race Relations

4.5.1.1 **Recommended that intensive and on-going in-service programs be developed and implemented to:**
- **raise awareness of the need for bias-free curricula,**
- **encourage all staff to model behaviours which promote racial, ethnic, cultural and religious understanding and harmony.**

[Also to Senior Management & Race Relations Committee]

General

6.8.2.1 **Recommended that, in consultation with the Affiliates, the Board clearly define roles and establish evaluation criteria for Principals, Vice-Principals, Department Heads, Assistant Heads, Co-ordinators and Consultants and that a systematic evaluation process be implemented.**

6.8.3.1 **Recommended that the Board refine its hiring process to include clearly stated criteria, with supporting rationale based on "The Image of the Ideal Teacher."**

C. TO COMPONENT STAFFING COMMITTEE

Board Initiatives/Decentralization

3.2.1.5 **Recommended that core program be staffed as a "component" of component staffing so that schools with less than 1,000 regular students are not penalized by limiting other selections.**

Technology in the 90's

5.3.1.1 **Recommended that principals ensure co-operative planning time is provided for teachers and teacher-librarians.**

General

5.8.2.1 **Recommended that principals continue to provide bi-level and/or multi-grade classes where appropriate, to sustain a diversity of curriculum offerings.**

5.8.2.2 **Recommended that small composite schools investigate the concept of offering a multi-subject lab, where one or two teachers with para-professional help would work with students in related subject areas on a small group basis.**

D. TO INDUSTRIAL EDUCATION COUNCIL

3.3.3.4 **Recommended that the Hamilton Board of Education expand Partners in Education to all schools to complement school-based programming.**

E. TO SENIOR MANAGEMENT

Board Initiatives/Decentralization

4.2.2.1 **Recommended that the Board approach the Affiliate to form a Steering Committee of Board and Affiliate representatives to:**
- **review the current practice for professional growth and development,**
- **develop criteria and new procedures, if necessary, for professional growth and development in terms of the established directions of secondary education in the '90s and Article 27.1 of the Collective Agreement,**
- **implement the newly developed practice.**

[To Personnel Evaluation Committee]

4.2.2.2 **Recommended that the Board provide adequate resources (personnel, time, money) to effect the review, development and implementation outlined in 4.2.2.1.**
[To Personnel Evaluation Commitee]

4.2.3.1 **Recommended that the Board as a priority undertake to define staff roles under decentralization and reorganization, and within the CRDI model.**

4.2.3.2 **Recommended that System in-service programs be developed and implemented to familiarize all management, leadership and classroom staff with:**
- **the CRDI model and process,**
- **the central, area and school role delineations within that model.**

5.2.4.1 **Recommended that there be developed and implemented a clearly-defined procedure for any future school closing or amalgamation of schools, including an appropriate timeline.**

Race Relations

3.5.1.1 **Recommended that any system, area, or school-based program development use the values and principles stated in the working paper, Toward Racial and Ethno-cultural Equity, until such time as the formal policy is in place.**
[To Race Relations Committee]

4.5.1.1 **Recommended that intensive and on-going in-service programs be developed and implemented to:**
- **raise awareness of the need for bias-free curricula,**
- **encourage all staff to model behaviours which promote racial, ethnic, cultural and religious understanding and harmony.**

[Also to Human Resources Department]

Environment

3.6.1.1 **Recommended that priority be given, in terms of the necessary resources (time, personnel, equipment, supplies), to environmental programs as recommended in the environmental studies review.**
[To Environmental Steering Committee]

4.6.1.1 **Recommended that on-going in-service programs be developed and implemented as a system priority to:**
- **raise awareness of environmental issues,**
- **promote the environment as a focus in all curricula.**

[Also to Program Department & Environmental Steering Committee]

The Larger Classroom

6.7.1.1 **Recommended that secondary schools establish school advisory committees with representation from parents, business, industry, community colleges and universities.**
[To Site-Based Management Committee]

General

6.8.3.2 **Recommended that, in consultation with the Affiliates, the Board establish and implement teacher evaluation criteria for contract maintenance.**
[To Teacher Evaluation Committee]

F. TO FINANCE DEPARTMENT

Technology in the 90's

5.3.2.2 **Recommended that every avenue for resource sharing with industry and business be investigated.**

G. TO INFORMATION MANAGEMENT SERVICES DEPARTMENT

The Larger Classroom

6.7.1.3 **Recommended that a process be established to systematically obtain feedback from industry and community colleges regarding the knowledge and skill level of our technology graduates.**

6.7.1.4 **Recommended that Information Management Services track the graduates of our System by post-secondary institution, post-secondary program, and by job classification.**
[Also to Retention Committee]

7.4.2 Referrals and recommendations to the proposed Secondary School Development Committee.

Topic for Action	Recommendation for Action	Recommend. Number
The Larger Classroom of the 90's	in collaboration with: •departments •schools •area teams •H.R., Staff Dev. and Program Departments •I.E.C.	4.7.1.1 4.7.1.2 4.7.1.3 4.7.1.4
Learner Needs in the 90's	in collaboration with: •Program, Staff Dev., and Tech Departments •department, school and area teams •business, industry, the community	3.3.1.1(ii) 3.4.0.0 4.1.3.1
School Environments of the 90's	in collaboration with: •Program Department/subject co-ordinators •H.S.S.P.C. •area supervisors/teams •department heads •superintendents of schools	3.2.1.7 3.7.1.1 5.1.2.1 5.2.1.1 5.8.1.1
Transition Years	in collaboration with: •schools •areas •Program Department to develop: •system •area •school plans for the implimentation of the Transition Years	3.1.1.2 5.1.1.1 5.1.1.2 6.1.1.1
Specialization Years	until the Ministry has established clear and firm directions for the Transition Years, there should be no major philosophic change of direction in Hamilton's secondary schools.	3.1.1.5 3.2.1.6 3.7.1.3
Basic Level	until the Ministry has established clear and firm directions for the delivery of basic level education, there should be no major philosophic change of direction in Hamilton's secondary schools.	5.2.3.1 5.2.3.2 5.2.3.3 5.2.3.4 5.7.2.1

Transition and Specialization Years

3.1.1.2 Recommended that a Transition Years plan be put into place for system implementation in September, 1993 (i.e., for those students who entered Grade 6 in September, 1990).

3.1.1.5 Recommended that major changes in program direction in the Specialization Years be deferred until 1991 or until there is a clearer picture of the Transition Years Plan and Ministry direction.

4.1.3.1 Recommended that on-going in-service programs and opportunities be developed and implemented which encourage understanding and collaboration across the Grade 8-9 interface by providing opportunities for:

- **sharing and networking among schools, departments and teachers,**
- **staff shadowing and exchanges, both short and long-term.**
- **sharing the ideas and concepts of the Middle School Strategic Plan.**

5.1.1.1 Recommended that principals, vice-principals, and department heads strengthen interfaces between middle and secondary schools which will provide opportunities for middle school students to become more aware of how the secondary school operates, and more aware of specific subject offerings and the implications of "levels of difficulty."

5.1.1.2 Recommended that, for Grade 9 students where appropriate, timetables and/or program be developed that stress cohesiveness, keeping student groups together more and/or giving individual teachers more than one contact with a particular class.

5.1.2.1 Recommended that principals, vice-principals, and department heads develop a school plan to encourage student-centred, activity-based strategies.

6.1.1.1 Recommended that a process be established for monitoring and evaluating the implementation of the Transition Years component of the Ministry of Education's plan to restructure education with particular emphasis on the interface between Grades 8 and 9 and Grades 9 and 10.

Board Initiatives/Decentralization

3.2.1.6 Recommended that when population in a community secondary school declines severely, it come under review to ensure that quality and diversity of program are maintained.

3.2.1.7 Recommended that a system plan for program initiation be developed that balances the need for both school individuality with the need for quality and equity across the System.

5.2.1.1 Recommended that principals in collaboration with their superintendents of schools, staffs and subject co-ordinators use O.S.I.S. to adapt, modify, and implement courses and programs which meet the needs of their schools and students without compromising the standards and the quality of the system.

5.2.3.1 Recommended that all basic level schools be co-educational.

5.2.3.2 Recommended that Senior Management establish a committee to study the effective delivery of "vocational" education in Hamilton, and particularly that this committee:

- **monitor and assess the existing diversity of Basic level program delivery.**
- **make recommendations for future program delivery.**
- **report back to Senior Management no later than November, 1991.**

5.2.3.3 Recommended that Ainslie Wood and Parkview be closely aligned to the nearby composite schools, Westdale and Scott Park respectively, for program and for extra-curricular purposes.

5.2.3.4 Recommended that the term "vocational" be deleted from the title of these schools.

<u>Technology in the 90's</u>

3.3.1.1 Recommended that the Board develop plans to meet technological advances in two broad strands:

(i) Preparation for work (3.3.2, 3.3.3, 3.3.4).
[Complted December, 1990]

(ii) Preparation for life (3.3.5, 3.3.6).

<u>Literacy</u>

3.4.0.0 [The Secondary School Development Committee will deal with the whole issue of Literacy as reflected in the Working Paper.]

<u>The Larger Classroom</u>

3.7.1.1 Recommended that the Hamilton Board of Education conduct a review of co-instructional activities in order to ensure that the values, beliefs and teaching strategies are consistent with those effective in the classroom.

3.7.1.3 Recommended that the Board create centres of specialization in our secondary schools in order to provide highly specialized programs in a cost efficient manner.

4.7.1.1 Recommended that on-going in-service programs and opportunities be developed and implemented in collaboration with the community to:
- **promote awareness, sharing, collaborating, networking and interacting inside and outside the classroom,**
- **establish curriculum and program ties with the community.**

4.7.1.2 Recommended that interaction take place between our teachers and:
(i) other schools in our system
(ii) other systems within our Province
(iii) across Canada and Internationally

4.7.1.3 Recommended that teacher work experience programs be given a higher profile and priority.

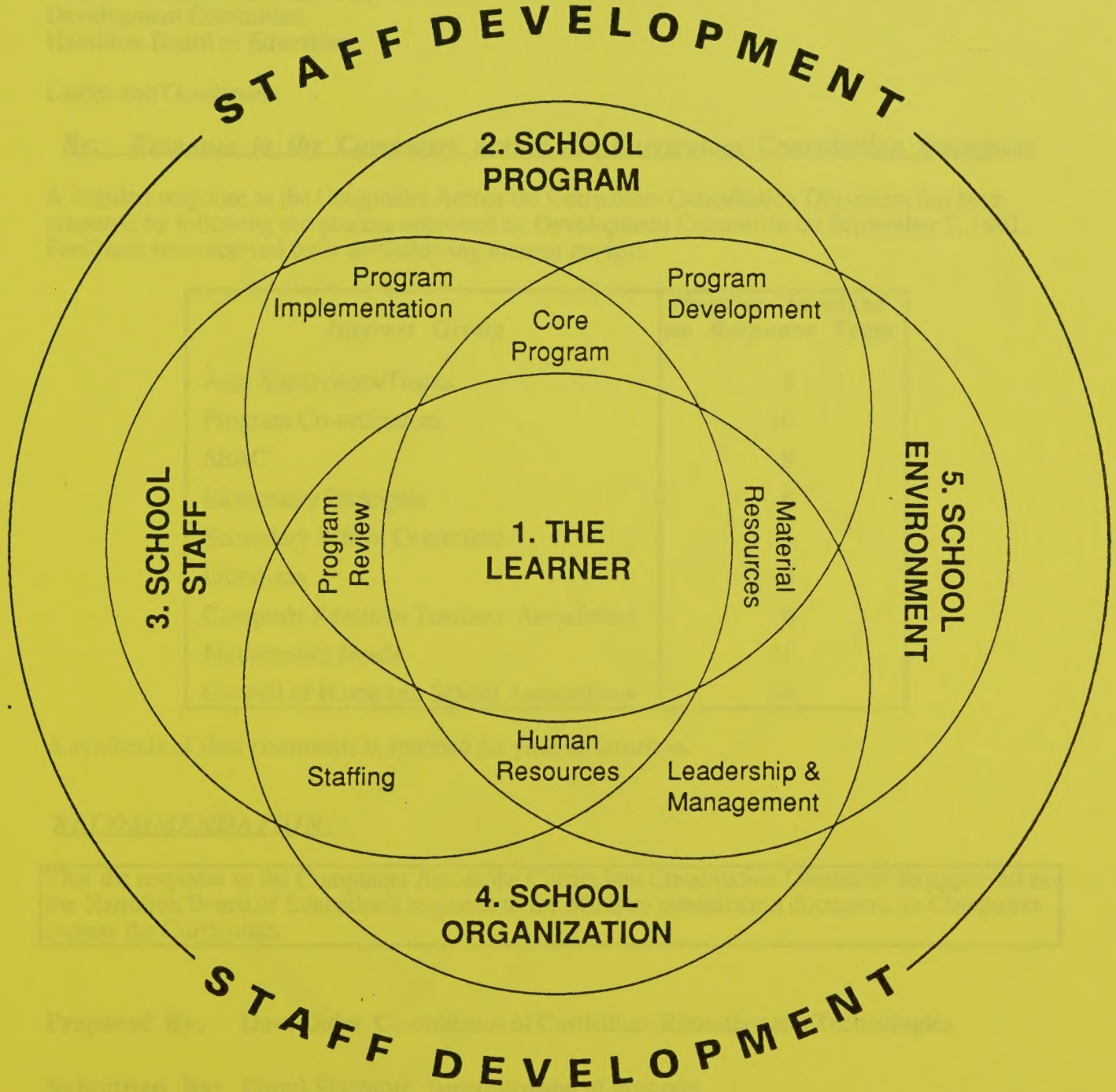
4.7.1.4 Recommended that the Industry Education Council implement a program of job shadowing and exchanges between Board employees and employees of local businesses and industries.

5.7.2.1 Recommended that basic level secondary schools establish closer ties with:
- **elementary schools**
- **composite schools**
- **local and business communities**

<u>General</u>

5.8.1.1 Recommended that principals make appropriate adjustments to school timetables, curricula, and class scheduling in order to offer flexible programming such as:
- **30-hour (1/4 credit) and 60-hour (1/2 credit) courses.**
- **time-intensive courses, such as double period for 1/2 semester.**
- **entrance to courses at more frequent time intervals.**
- **independent study opportunities.**

7.5 THE SECONDARY SCHOOL OF THE 90'S



Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 10 15

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Response to the Computers Across the Curriculum Consultation Document

A detailed response to the Computers Across the Curriculum Consultation Document has been prepared by following the process approved by Development Committee on September 5, 1991. Feedback was received from the following interest groups:

Interest Group	*Number Involved on Response Team*
Area Supervisors/Teams	4
Program Co-ordinators	10
SEAC	8
Elementary Principals	6
Secondary School Committee	6
Librarians	8
Computer Resource Teachers' Association	6
Mathematics Heads	11
Council of Home and School Associations	32

A synthesis of their comments is attached for your information.

RECOMMENDATION:

That the response to the Computers Across the Curriculum Consultation Document be approved as the Hamilton Board of Education's response to the Ministry consultation document on Computers Across the Curriculum.

Prepared By: Dave Didur, Co-ordinator of Curriculum Resources and Technologies

Submitted By: Darrel Skidmore, Superintendent of Program

Approved By: Keith A. Rielly, Director of Education and Secretary

The Board of Education for the City of Hamilton

RESPONSE TO:

"COMPUTERS ACROSS THE CURRICULUM"

Consultation Document

DRAFT

September 1991

COMPUTERS ACROSS THE CURRICULUM

ISSUES AND OPTIONS

Board of Education for the City of Hamilton

Please circle option chosen and comment as desired.

1. AIMS

The Ministry of Education believes that equity of outcomes must be foremost in the thinking of all educators when planning and implementing learning activities for all students. Only by keeping equity of outcomes central to the program can all students be enabled to progress and achieve to the best of their potential. The aims of *Computers Across the Curriculum* are congruent with this belief.

1.1 These aims are appropriate for the integration of computers across the curriculum.

- A few stakeholder groups and individuals commented on the fact that "these aims" was initially misinterpreted as referring to the rectangle immediately above rather than to the aims listed on page 8 of the policy document. They are not the same!

1.2 These aims are incomplete and should be expanded to include:

- items in the affective domain (piracy, ethics, responsibility,...)
- need to mention thinking skills and co-operative learning
- requirement that certain skills must be acquired to ensure that the computer can be used as a personal tool
- What are we preparing children for?? It was felt that this section should provide a view of the future outside of the classroom, rather than just provide selected examples of applications of technology inside of classrooms.

1.3 Other (please specify)

- It was strongly recommended that "computers" be replaced by a broader, more encompassing phrase (such as "computers and other technologies", or "computers and related technologies") **throughout** the document.

- The first item on page 8 (under "Aims") states that "all learners shall be provided with opportunities to have access to computers as part of their educational experiences on an equitable basis that takes into consideration their age, learning styles, exceptionalities, gender, interests, geographic isolation, and ethnocultural and linguistic uniqueness". A number of different groups had concerns about this item:
  (1) The word "exceptionalities" should appear as "Exceptionalities" in order to agree with its appearance in other Ministry documents. This should be reflected in all occurrences of the word throughout the document.

  (2) "Geographic isolation" should be replaced with the broader phrase "geographic location".

  (3) Perhaps all of the listed items should be deleted so that the fact that other criteria (that don't appear in this list) are not taken as being unimportant or unworthy of consideration. The item could read: "...have access to computers.... on an equitable basis."

- The second bulleted item under "Aims" should be changed to read: "all learners shall be provided with opportunities to use computers in the continuing process of learning in all areas of the curriculum from the early years to the years of specialization, **as appropriate**".

- The automation of school libraries is a natural evolution that will occur for most schools. It is important to remember that information retrieval skills (using CD-ROMs, videodiscs, or computer data bases -- local or remote) and communication skills are important life skills that our children require for the Information Age. Since the computer and related technologies can be useful in these areas, surely this should be mentioned under use (bulleted item #5 of "Aims") somewhere...?

- The introduction to the "Equity" section (top of page 9) refers to facilitating "the acquisition of literacy skills among learners who lack them". We would recommend a rephrasing as follows: "...the acquisition of literacy **and numeracy** skills among learners who lack them."

- Under "Equity", how can "access to computers be provided on an equitable basis in order to foster equal opportunity for all learners"? Some learners (particularly those with Exceptionalities) require <u>greater</u> access to computers in order to facilitate their full participation in society. SEAC questions this statement, and suggests that a clearer explanation or statement be given.

- Under "Equity", why does the list of criteria (age, interests,...,ethno-cultural background) exclude 'learning styles'? If one's learning style favours the use of computers, does this entitle the learner to more access? If one's learning style is not comfortable with computers, does this mean that the learner does not have to participate equally in computer-related curriculum activities that are integrated into the curriculum?

2. COMPUTERS AND THE LEARNER

Students are at the centre of the learning environment and activities. Each student is a unique individual with specific needs, growth patterns, cultural and racial backgrounds, and aspirations. The integration of computers in the students' programs must be tailored to their unique and diverse needs if their education is to provide them with all possible opportunities for success.

2.1 This section clearly reflects the characteristics of the learner and ways in which the computer can enhance these characteristics.

- This section does not clearly reflect characteristics of learners. This section produced some of the more heated debates among educators. See "other" comments below.

- Some principals expressed their agreement with the ways that computers *can* enhance these characteristics of learners, but (in the same breath) expressed their concern about where the funds would come from to update their school resources to allow this to happen.

2.2 This section is too general, lacking specific reference to the learner's characteristics in early years, formative years, transition years, and specialization years.

- "Too general" is the wrong expression; it was felt that this section was trying to make general statements about learners in contradiction to the belief that learners are different (that they have different needs, learning styles, interests...).

- The difficulty might be avoided by replacing this section with reports **from research** about generalized characteristics of learners at various developmental stages (early years, formative years, transition years, specialization years); this section, as it is, is trying to paint a picture with too wide a brush -- and it is causing problems with educators who are viewing it from the perspective of individual students they work with who are **not** capable of communication, who are **not** active participants, etc. Remember, ALL LEARNERS (WHO ARE DIFFERENT) CANNOT BE ASCRIBED UNIFORM CHARACTERISTICS.

2.3 Other

- "The integration of computers and educational technology into the learning process promotes a *progressive curriculum*" provided that hardware and software are *up-to-date*! Where is this stated anywhere in the document?

- The second paragraph on page 10 could be extended as follows: "...become actively involved in the learning process when they use computers *in the school library, classroom, or lab.*"

- The bulleted list that starts in the middle of page 10 is introduced by the phrase: "All learners, including those in Junior Kindergarten to Grade 12/OACs and adults...". Curriculum co-ordinators in our board felt that this phrase should start as: "**Learners**, including those...". It was felt that this change would help to eliminate some of the concerns caused by attaching some of the following bulleted items to it.

- Are all learners active participants? Or are all learners **capable** of being active participants? This type of argument was raised time and again in respect to the items listed in this section.

- "Computer technology can be a catalyst that increases learners' motivation, involvement, and interaction, *especially in a school library or resource centre.*"

- The item that discusses *acquiring information from many sources* (p. 12) should mention school libraries. The third sentence could begin in this fashion: "In the school library, students can access their library's collection and that of other libraries as well through automated catalogue systems or on-line public access systems.

- Libraries can also be mentioned in the sections dealing with *analysis* and *synthesis*.

- Page 14 recommendations should be changed as follows:
  "For these reasons all learners shall **have the opportunity** to...
  - use the computer...
  - benefit from using...
  - Use stand-alone and network configurations...
  - **appreciate** the value and role of computer technology...

3. COMPUTERS AND THE LEARNING ENVIRONMENT

The computer with its related technologies adds another medium, another tool, and a new enriching dimension to an environment that should be stimulating, in which all students can learn.

3.1 Learning Objectives

3.1.1 Learning objectives for all levels and subject areas regarding the integration of computers should be included in this policy document.

- This is a most **unrealistic** suggestion!
- The Ministry of Education must assume responsibility for doing this when guidelines are rewritten (see comments below under "other").
- The best that could be done in this document is describe an image of the ideal, but great care has to be taken with the wording...

3.1.2 Learning objectives for all levels and subject areas regarding the integration of the computer should be the responsibility of the school boards.

- It would be easier for school boards to do this at the elementary level, but directions should still come from the Ministry (see comments below under "other").
- Input from secondary schools indicated a belief that a minimum amount of time/objectives could be mandated *where appropriate.*

3.1.3 Keyboarding as a learning objective should be included as a policy statement.

- If, in the near future, we are striving to achieve a minimum of 2.5 hr. of hands-on computer use per week per student at all levels, then we must ensure that elementary students are properly trained in keyboarding.
- This is one of the learning objectives that must be forthcoming from the Ministry. The M.O.E. must also specify at what level it is appropriate to introduce keyboarding programs into the elementary level (junior division?), and provide specific instructions regarding the way to implement such an activity (time, resources, pedagogy).

- The impact of such a decision on secondary school keyboarding programs must also be considered -- and recommendations should be made regarding the allocation of resources for this purpose at that level.

3.1.4 Other

- The "learning objectives for all levels and subject areas regarding the integration of computers" cannot be developed independently in every board of this province (what a massive duplication of effort, and waste of valuable educator's time!). Surely these are the kinds of directions that we expect to receive from the curriculum experts at the Ministry (developed in conjunction with various school board expertise). These should be included with new curriculum guidelines <u>and</u> provided as addenda to older curriculum guidelines. As well, there should be a continuum of generic skill development and experiences that are appropriate for students at all levels that policy makers can use when designing computer-related activities and strategies for the curriculum. These are vital for Program Departments, Curriculum Co-ordinators, Consultants, Department Heads, and Principals -- all of whom are involved in curriculum review, development, and implementation. If schools and principals are expected to incorporate computers into the curriculum, this kind of guidance **MUST** be forthcoming from the Ministry. That is what many of us expected to receive in **THIS DOCUMENT**!

- In the introduction on page 15, the second and third sentences should read: "Computer technology can make available extensive up-to-date, learning resources. It can enrich and expand the learning environment within the classroom, **school library**, and beyond." Other places that can involve the mentioning of school libraries:
  - -- bulleted item #2 on p.15
  - -- bulleted item #4 on p. 15

  Or an additional bullet could be added at the bottom of page 15: "Learners use library software to access and circulate materials that they located using an automated catalogue." Paragraphs one and three on page 16 offer additional opportunities for the inclusion of school libraries.

- In the introductory section on page 16, the second paragraph says that "future environments may include the 'in-class lab'..". Perhaps the wording should reflect our belief that "future environments **will** include the 'in-class lab'...".

- These comments refer to the policy statements listed on page 18:

  (1) There is no need to include the second sentence of the introduction. Either you "design an environment to meet the needs of all students..." or you don't. If you do, then "the following elements shall be present in environments..." (no need to preface this with "to facilitate this".

(2) Some additional details are required to completely clarify "the individual shall be in control of the technology". Does this refer to controlling the pace?

(3) The following two items do not have to be included in the list:
   a. The use of computer technology shall be related both to other learning experiences in the classroom (*note: this should say 'in a variety of classroom sites'*) and to the daily routine.
   b. The learning experiences shall stimulate cognitive and social growth.

   These are implied/included in the first bulleted item: "The learning environment in every curricular area and level shall include the use of computer technology to enhance and complement the attainment of curricular aims and objectives."

(4) Is it necessary for the physical environment to be "ergonomically sound and comfortable", or is it sufficient to say "ergonomically sound"? Is not 'comfort' implied in the term 'ergonomics'? The definition in the glossary doesn't include that statement: we think it should.

(5) The last two items on the page are impossible to achieve at this time because of the large expense associated with the acquisition of the listed new technologies <u>for every learning environment (!)</u>, for the purchase of the media to support them (i.e., videodisc collections, software, CD-ROMs, and so forth), and the changes to the physical plant (electrical wiring, cabling, plant modification,...). This is particularly true at a time when fiscal restraint is being advocated because of adverse economic conditions in society. Perhaps it is better to combine and reword these last two sections to say:

   "The learning environment shall contain a variety of computer-related technologies and media, such as multimedia equipment, telecommunication facilities, software, CD-ROM discs, laserdiscs, and networked computers."

   This indicates what we should be striving to achieve -- but permits some flexibility in the variety that could be provided in any one learning environment.

3.2 Student Access to Computer

3.2.1 The ministry should mandate a minimum amount of time for student use of a computer each week.

- No. See comments below under "other".

- Secondary schools indicated that such access shouldn't be tied to timetable considerations (greater flexibility would be required).

3.2.2 School boards should determine the amount of time for student use of the computer based on student's needs and availability of hardware and software.

- This is a better recommendation -- but it doesn't quite go far enough. It should also consider *curriculum needs* in addition to student needs. Even then, it may only be possible to state an ideal, or a realistic goal for which we must strive...

- Perhaps leaving the decision to individual schools (as part of their annual computer technology plan) would be more appropriate (see below under "other").

3.2.3 Other

- The specific mention of a numeric minimum can affect the decisions that have to be made about access based on individual needs! Some students need more computer time; others don't! There may not be sufficient hardware available in schools to allow a meaningful *time use law* to be mandated. Even if there is, there may not be enough appropriate software to occupy the students in meaningful learning activities.

- It would be more appropriate to have individual schools deal with this matter in the formulation of annual computer technology plans: they are aware of what resources are available, and their plans have to include directions for integrating computer learning activities into the curriculum (and consider equity of access). Schools can then determine the amount of time each course in any subject may have access to school computers; teachers may then vary the time that each student in the course needs at the computer according to individual needs.

- Student : Computer ratios are misleading in that they do not give any indication of the age of the computers counted in the total. For example, we have approximately 40,000 students and 4,000 classroom microcomputers in the Hamilton Board of Education, for a reasonable ratio of 10 : 1, but this includes over 1,000 older C-64s, Apple IIs, and ICON1 computers that have been in schools for seven years or more. Many of these older machines do not have the memory capabilty (RAM), processing capability (speed), or graphics capabilities (monitor) to run the current kinds of software applications that are available on new generations of equipment. Also, major vendors are introducing new operating systems: IBM with DOS 5.0 and Apple with System 7. These changes will require us to upgrade memory in all DOS PCs and Macintosh computers over the next few years. Even our relatively new computers are in need of upgrades to keep pace with change.
  We do not expect to dramatically reduce our student:computer ratios over the next few years because of the need to upgrade and replace many of these older machines. School boards are now caught in the cycle of having to deal with this problem. For the last five or six years we have just been buying more equipment and adding it to school inventories without worrying (to any large extent) about upgrade/replacement costs. But now, like industry, this is a major factor that must concern us. Those who talk about achieving student:computer ratios of 5:1 by 1995 have no conception of the scope of the problem.

4. PLANNING AND IMPLEMENTATION

The proper planning of balanced and sound programs for students, including *Computers Across the Curriculum*, is a prerequisite for the success of their implementation. The implementation process brings to light the need for necessary adjustments to the programs to ensure that all students experience the positive effects of computer technologies on their learning.

Let us first comment on the introduction to the Planning and Implementation section (pages 19 and 20).

- The rectangle on page 19 starts with the statement that "planning for the use of computer technology in schools must ensure that all learners at all grade levels in all subjects have equitable access to computers." It ends with the statement that "the special needs of exceptional students must also be considered." Various groups reacted to this in a variety of ways:

  (1) Delete the last sentence. The first sentence is sufficient.

  (2) The last sentence reads as if it was 'stuck on' as an incidental consideration. Instead of "must also be considered", the statement takes on greater power (and implies careful deliberation) by using "must be specifically considered."

  (3) It is very positive to see that the Ministry wishes to mandate equitable access to computers for learning disabled students. However, it will be necessary to mandate in-service for teachers in order to ensure that this can be properly accomplished!

- We feel that the second-last sentence on page 19 (namely, "all implementation strategies for computers and for educational technology should focus on providing learners with the resources and the environment that they require" is a much better policy statement to include in a shaded rectangle than the "equitable access" terminology used over and over again (such as "planning for the use of computer technology in schools must ensure that all learners at all grade levels in all subjects have equitable access to computers").

- It would be worth mentioning that the inclusion of computers in school libraries can help provide access for all subject areas, and would greatly facilitate in the implementation of computers across the curriculum.

- On page 20, item (d) should include the use of computers as a **communication tool** as well as a productivity tool and a learning tool.

- This section on "Ministry Directions" has to more clearly detail the kinds of physical support (such as grants for hardware, software, human resources, and staff development) that school boards can expect to receive in the future, and how these would be related to board plans. What comes first: the chicken or the egg? What comes first: making a costly plan and then wondering where the money comes from, or making plans based on a realistic expectation of what kinds of funds will be available to help implement a plan? Surely the Ministry has to realize how costly it will be to implement, as policy, the "shall" and "must" policies being expressed in this document...!

4.1 Board Plan

4.1.1 Board plans regarding the use of computers across the curriculum should be approved by the full board of trustees.

- These plans will require a great deal of resources (hardware, software, human, time, money) for implementation. It is necessary that the full board of trustees approve such plans as part of their fiscal management responsibilities, and concern for long term planning. The relationship of such plans to M.O.E. grants **must** be clearly identified before trustees would feel comfortable about committing the large amounts of money that would be involved. Is this another chicken-and-egg scenario: grant levels won't be announced until Board plans are approved and filed with the M.O.E., while Boards won't want to approve such plans until the M.O.E. announces the level of grant funding? How can we get off this merry-go-round??

4.1.2 Board plans regarding the use of computers across the curriculum should be approved by a board committee.

- A board committee (chaired by the Supervisory Officer in charge of the board plan) may be responsible for formulating the plan, but the full board must be responsible for approving it.

4.1.3 To ensure equity of outcomes, boards through their planning shall include a list of hardware and software features, necessary for students with special needs, in consultation with the Special Education Advisory Committee and the schools.

- This suggestion was enthusiastically endorsed by our board's SEAC: "Absolutely!"

- Members of the Program Dept. expressed concern about the initial phrase: "to ensure equity of outcomes", and suggested that it be removed from this recommendation. This would not alter the intent of the statement, but would make many people feel more comfortable about the statement.

4.1.4 Other

- On page 21, we strongly feel that the two sentences that appear before the last policy rectangle on the page should be included within that rectangle.

- Here are specific comments on individual sections that appear under the provisions of board plans:

(1) *Curriculum*:

- The "specific set of learning objectives for all levels and all curriculum areas that can be facilitated by the use of computers" cannot be developed independently in every board of this province (what a massive duplication of effort, and waste of valuable educator's time!). Surely these are the kinds of guidelines that we expect to receive from the curriculum experts at the Ministry (developed in conjunction with various school board expertise). These should be included with new curriculum guidelines <u>and</u> provided as addenda to older curriculum guidelines. As well, there should be a continuum of generic skill development and experiences that are appropriate for students at all levels that policy makers can use when designing computer-related activities and strategies for the curriculum. These are vital for Program Departments, Curriculum Co-ordinators, Consultants, Department Heads, and Principals -- all of whom are involved in curriculum review, development, and implementation. If schools and principals are expected to incorporate computers into the curriculum, this kind of guidance **MUST** be forthcoming from the Ministry. That is what many of us expected to receive in **THIS DOCUMENT**!

- The third bulleted item in this section should read: "the board shall provide strategies for the allocation of **additional in-school** time for teachers to develop computer implementation activities".

(2) *Professional Development*:

- The first item is the key item in this section: "strategies for ongoing support for staff to enhance their computer skills, knowledge, and understanding of the impact of computer technology on the educational process". The

following four items should be included as *examples of strategies* that can be provided for such ongoing support.

(3) *Community Interaction*:

- The second bulleted item refers to methods of encouraging community/parental involvement. It might be better to be more specific by mentioning business and industry, colleges and universities, etc.

- The need for the board to provide procedures for making school resources available to the community is extremely important. The procedures have to ensure that training, safety, security, liability, additional workload on day staff, etc. are all considered.

(4) *Special Education*:

- Clarify "IPRCs" as used in the third bulleted item. Does it mean "Identification, Placement, and Review Committees", or is it used as an acronym for the five words that proceed it: "implementation, planning, and review committees"?

- In the fourth bulleted item, delete "teacher aides and other"; simply using "support staff" is sufficient.

- In the fifth bulleted item...
  - Clarify what is meant by "mentally challenged learners". Give examples of specific learning disabilities. Or else use a different phrase: "...physically and specifically challenged learners."
  - Delete the word "enhanced", or replace it with the word "necessary"!

(5) *Special Needs Learners*:

- Learners of English as a second language or English skills development are not special needs learners! ESL students should not be confused with special education students.

(6) *Hardware and Software Acquisition*:

- What computer resources are needed for school boards should be determined by board personnel responsible for developing courses of study, and should be appropriate to skill, knowledge, and affective objectives.

- The inclusion of the numeric ratio ("an average of 2.5 hours per student per week") can give a false impression. First of all, it says *average*: this means that there can still be a W-I-D-E range of differing times for individual student access -- but the average could be still be in line! Perhaps you should state that school boards should be striving to acquire sufficient computer resources in each

school so that individual students would have a **minimum** of 2.5 hr per week of computer-related learning activities (the OECD recommendation does use the word "minimum" and not the word "average")!

- The other concern is that the specific mention of a numeric minimum or average can affect the decisions that have to be made about access based on individual needs! Some students need more computer time; others don't!

- Please add "air conditioning" to the list of provisions for ergonomic environments *for computer labs.*

(7) *Technical Support*:

- Technical support is **one of the most important factors** (the others being staff development and implementation strategies) in determining the successful implementation of computers across the curriculum. Technical support is required at the school level. If it is to be provided by teachers, then time must be provided for them to do this. Otherwise, non-teaching technical staff must be hired to provide this service to schools. At the same time, the board must ensure that sufficient technical staff (both hardware and software technicians) are employed to support the burgeoning variety and complexity of technologies that are entering the educational scene. It is not sufficient for the Ministry to say "as required" because this allows for the existing differences in interpretation as to what really is *required...* Requirements are based on such factors as cost, service (levels can vary), and value to the program. Instead of having these items debated at the board table, it is the responsibility of the Ministry to provide established industry standards/criteria for customer service and support, and insist that school boards employ appropriate numbers of technical staff to meet these same standards and criteria.

- Here are some comments about the **checklists** provided on pages 25-27 to assist school boards with their planning:

Computer Hardware:

1. Whether or not the microcomputers meet the functional requirements of the Ministry is inconsequential to how the microcomputers are integrated into the curriculum! Does finance drive program?
2. We think that the fifth item should read "**work** stations" instead of "word stations".
3. Perhaps a question should be included to ask whether or not boards have set up a hardware upgrade/replacement program.

Educational Software:

1. Include items that relate to software used for personal productivity and communications.

Staff Support:

1. Besides "appointing" personnel to provide "effective curriculum and technical support...", it should be made clear that such support cannot be *effective* without providing time for these individuals to be trained and time to let them do their jobs -- and that this means providing time *during the school day for this to occur.* Teachers cannot be asked to perform such duties at the school level on top of full teaching workloads.

4.2 School Plan

4.2.1 The Principal should chair the development, implementation and review of the school plan regarding the use of computers across the curriculum, and the allocation of related resources.

- Teachers preferred a modification of this item: "The principal **may** chair the development, implementation and review of the school plan regarding the use of computers across the curriculum, and the allocation of related resources, **but must be involved in the process if he/she chooses not to chair it."**

- Principals agreed that any committee member could chair this group.

4.2.2 The teachers should be responsible for the development, implementation and review of the school plan.

- Staff must certainly participate in the process, but the principal has a very strong part to play in directing and facilitating the plan. Principals reported that they would prefer an emphasis on '*sharing* of responsibilities' (with staff) rather than stating that it was principals who 'are responsible for'...

- The annual school computer technology plan should be just one facet of a much broader school plan, and should not be a separate entity...

4.2.3 Other

The following comments refer to **Responsibilities of the Principal** on pages 27 and 28:

- The first bulleted item on page 27 should be changed to read: "the principal shall be responsible for the development of the school's computer technology plan" (use consistent phrasing throughout the document).

- On page 27, the suggestion was made that bulleted item #3 be reworded as follows:

  "the principal shall be responsible for co-ordinating a school plan so that all areas of the learning process that include computer-related activities ensure that requisite computer skills are sequentially covered".

  Curriculum Co-ordinators were very concerned about the original statement, stating that it was not possible to do at the secondary level. They also wondered if "learning process" was an incorrect term to use here; was the intent skill related?

- Teachers completely endorse the last bulleted item on page 27: "principals shall be responsible for assisting in the provision of human resources, materials, and facilities...". They state (as do principals) that the question of appropriate human support at the school level is one of the most crucial items for the success of implementing computers across the curriculum. Teachers cannot be expected to stay knowledgeable about rapidly changing (and increasingly complex) technologies and software, and provide technical assistance, problem-solving, and training to other teachers in the school, on their own time while still maintaining a regular teaching timetable! On-site technicians must be available as school resources once a certain number and/or variety of computers and computer-related technologies is reached within the school. How can principals provide this type of assistance? The school board would have to approve of such on-site technicians. The Ministry would have to endorse -- or mandate -- the requirement for such staff at the school and at the board levels.

- On page 28, teachers totally agree that the principal must facilitate professional development activities (that address individual teacher needs, and personal growth plans) -- but wonder how schools can access any grants provided to the *board* for teacher training related to computer activities...

- Numerous concerns were raised about having to facilitate the use of computer resources for community use: monitoring use or abuse, the qualifications of users, viruses, the additional workload in preparing networks for outside users (preparing logins, passwords, creating user directories, cleaning up the system after use,...), theft or damage to resources (hardware and software), liability,...

- We prefer to say that "principals shall, in co-operation with teachers, provide an assessment of their implementation of computer technology in the curriculum and identify areas for personal growth in this area".

School Plan (page 29):

- The annual school computer technology plan should be just one facet of a much broader school plan, and should not be a separate entity...

- On page 29, the policy statement in the first rectangle refers to "an annual computer technology plan" and "plans of individual teachers". The second rectangle says that "the school plan shall outline... methods for evaluating the *program*." What program? Why the change in words? Do you mean "methods for evaluating the *implementation of the plan*."?

- It was felt that the responsibilities of principals (p. 27-28) and teachers (p. 30) should be items that had to be considered when formulating a school technology plan -- but this is not explicitly stated. It was suggested that a statement or paragraph doing that be included on page 29.

- Here are additional suggestions for items to be included in a school plan:
  - -- access
  - -- timetabling/scheduling of labs
  - -- the individual needs of its learners (students, teachers, and administrators)

- questions were raised about the kinds of community computer resources that are to be included: shouldn't these include both hardware and human resources? Should this be stated more clearly?

4.3 Teachers' Plan

4.3.1 Teachers' plans for their particular subject or group of students should include teaching and learning activities through the use of the computer.

- ...as outlined in program guides, or as planned by teams of teachers (i.e., where appropriate in the curriculum).

- Principals felt that this should not be optional.

4.3.2 The inclusion of teaching and learning activities through the use of computers in the teachers' plans should be optional.

- Teachers felt that this should be optional; teachers' abilities to do this depends on the support and in-service that were available to help them learn how to do it. Until such support is available on an ongoing basis, it cannot be mandated.

- What is done **should** reflect the school plan.

4.3.3 Other

- The following comments were made about the bulleted items under "Responsibilities of the Teacher" (p. 30):

  (1) Are teachers to be responsible for ensuring that programs recognize learners' needs and abilities? Or is this the task of specialists like Learning Resource Teachers (in co-operation with teachers and curriculum developers)?

  (2) Include 'information accessing and processing' under bulleted item #4.

  (3) Delete "to meet their individual needs" at the end of the fifth bulleted item so that it reads: "...providing equitable access to computer learning activities for all learners."

  (4) Teachers can be expected to "continue to develop competencies in the use of computer technology for integration into their classroom programs" <u>only if</u> appropriate (and ongoing) staff development opportunities are provided for them.

  (5) Bulleted item #6 should say "continuing to develop **personal** competencies in the use of computer technology..."

  (6) Under bulleted item #8, it is important to include a clarification that the evaluation is of "learner's use of computer technology-related activities that were built into that particular learning activity". Without this type of clarification, one could speculate that an essay prepared on a word processor would have to be evaluated with a higher mark than if the essay had been hand-written since the learner used computer technology in the learning activity. This is obviously not the intent of this section, but it can certainly be interpreted in this fashion.

4.4 Computers Across the Curriculum Team

4.4.1 Principals should establish *Computers Across the Curriculum* teams.

- Define what is meant by a "Computers Across the Curriculum Team". This does not appear anywhere in the policy document. Is it a subset of the school planning team? If so, what would be its specific responsibilities?

- Some teachers got confused with *cross-curriculum teams...*

- Before computer labs are installed in a school, principals should establish such teams to develop and implement successful learning strategies for students using the available resources.

- Principals felt that this must be closely tied to item 4.2.1.

4.4.2 Principals should have the option to establish a *Computers Across the Curriculum* team.

- It was suggested that school boards that are organized into smaller Area Teams (such as ours) could organize such Computers Across the Curriculum teams at the area level, using area consultants, supervisors, and a representative group of principals.

4.5 Parents and Community

4.5.1 Parents and community representatives should be members of the *School Planning Committee* regarding the use of computers across the curriculum.

- Home and School Associations favour this item -- but unanimously voted to have the word "should" replaced by the word "must".

- Members of SEAC also believe that community groups should be involved at the school level in developing such plans.

- Concern was expressed that full "communications" to parents should also be required.

- Teachers wanted to know the relationship between *School Planning Committees* and *Computers Across the Curriculum Teams*, particularly since the wording here implies that the former is concerned with the latter....

4.5.2 The inclusion of parents and community representatives on the *School Planning Committee* should be at the discretion of the school.

- Principals (at both elementary and secondary levels) expressed a preference for this option.

5. EVALUATION

Evaluation is a necessary follow-up to implementation to determine the success of the programs. It should be undertaken at every level of the system to provide accountability and accurate reporting to parents.

Please refer to the section in the document on Evaluation and write comments under the following headings:

Student:

- Establish a set of benchmarks for each level.

Teacher:

- Teachers should not be evaluated by principals re their implementation of computer technology in their course lessons unless the course objectives specifically address computer skills or include computer-related learning activities.

- There is fear that the statement that "teachers shall assess learners' individual needs" implies that teachers shall be responsible for learning how to do this -- when allied health professionals, learning resource teachers, and other specially trained individuals are responsible for doing this (usually in consultation with the teacher). Should this be worded to reflect this? e.g.: "teachers shall, in consultation with appropriate resource staff, assess...."

- Many teachers did not like the wording of the last bulleted item because...
  - -- it implies an evaluation of "computer use" (proficiency in keyboarding, speed in switching disks, turning the power on and off,...??) rather than an evaluation of the student's success in a computer component of some course or learning activity
  - -- the word "reports" implies "report cards" to many of them
  - -- they don't want to see a computer mark, but a mark for the learning activity, course, unit, or module; comments could be made about success or difficulties encountered with the computer-related activities...

  Here's one possible rephrasing: "include the learner's progress in computer components of learning activities in communications to parents or guardians".

- As stated in paragraph two on page 31, it is <u>not</u> practical, given the time constraints that teachers have to work within, for teachers to diagnose learners' computer skills.

Principal:

- "Principals shall ensure that the school plan outlines methods for evaluating the *program*" should be "...for evaluating the *success of the implementation of the school plan.*"

- On page 32, we prefer to say that "principals shall, in co-operation with teachers, provide an assessment of their implementation of computer technology in the curriculum and identify areas for personal growth in this area". This also applies to the equivalent statement on page 28.

School:

-

Supervisory Officer:

-

Other:

- Any implementation process should have an evaluation and review component (C.R.D.I.).

6. GLOSSARY

Please list any comments regarding the glossary.

- The definition of the word "computer" is considered to be inappropriate: to contrast a computer and a calculator is no longer valid. Many "calculators" today are in fact computers that are restricted to calculation functions.
- Define "community" as used in the document.
- The definition of "ergonomics" should include 'comfort' as well as safety and productivity.
- "Equity of Outcome" caused a great deal of concern: why not just 'equity"?
- The word "Exceptionalities" should be defined.
- The definition of "Inquiry Learning" is not generic. Is the association with computer technology necessary for this document?
- Define "IPRCs".
- "Videodisc" is spelled appropriately in the glossary -- but throughout the document the spelling "videodisk" was used. Please be consistent. We understand that the word "disk" is now used when referring to the floppy and hard disk technologies, but that the word "disc" is used when referring to the medium for CD-ROM and laser technologies (i.e., compact disc, videodisc, laserdisc).

7. OTHER ISSUES

Please list and comment on any issues related to the integration of computers across the curriculum..

- From the field, we received the following comments:
  - -- appears very idealistic ("pie in the sky")
  - -- should the M.O.E. mandate teacher and student use of computers without an indicated need? (some people felt that the computer was appropriate if considered as a tool, but should not be imposed as a learning activity unless appropriate resources were available, and the benefit could be demonstrated).
  - -- are there meaningful curriculum-based resources available for <u>every</u> course?
  - -- where will the **massive** amounts of funding come from to purchase, maintain, upgrade, design, change, implement, train, evaluate,...???
  - -- to implement such a program across the curriculum in a medium-sized composite secondary school of 1,450 students would require at least 150 computers and massive amounts of lab facilities; where does the **space** come from, let alone the money for hardware, software, building modification, training, writing, etc.?
  - -- will there be a cost/benefit analysis done over the long term?

- School libraries and the Partners in Action were not mentioned in this document. The PIA philosophy emerged in a number of areas, but the school library did not even figure as an example anywhere. This is a critical oversight/omission. We have tried to point out where various references could occur in various parts of our response. For example:

  In the conclusion on page 33, sentence two in paragraph two should be changed...
  from: "The importance to this process of all educators -- and especially the classroom teacher..."
  to: "The importance *of* this process *to* all educators -- and especially to the classroom teacher *and the teacher-librarian...*"

- Our board has recently merged its Computers in Education Dept., its Media in Education Dept., and its Partners in Action Program into one new department called *Curriculum Resources and Technologies.* This new department is concerned about all forms of curriculum resources: print-based, media-based, and computer-based. We realize that technologies are fusing, and that many of these technologies are the new *pencils* of the future. We have attached quotes (next page) from an article by Fred D'Ignazio that express the trend quite well.

  We have some concern that this document addresses **computers** specifically, although *computer-related technologies* are mentioned. We would prefer a document that more clearly places the computer in its place as an educational resource, that more clearly relates it to other resources, and that specifically applies the Partners in Action philosophy to the use of these resources. This type of approach might enable principals and administrators to more clearly understand how these resources *fit* into the

curriculum, and what type of support is required to ensure that there is success in implementation. Everyone quite naturally accepts the need for teacher-librarians to manage the primarily print-based school library, and that Partners in Action is a good approach for having these staff members plan and work with teachers and students on making the most effective use of this type of resource. Yet very few administrators fully comprehend the absolute necessity of having full-time in-school support for media-based and computer-based resources, or that the Partners in Action philosophy *should* be applied to these resources as well.

We hope that *Computers Across the Curriculum* could be more than "computers", that *annual school computer technology plans* could be more than "computer technology", and that we would be doing more than empire building. We have the school-librarian, PIA structure and program in place; we should be fitting into it under the guidance and leadership of the Ministry -- recognizing that libraries are *resource centres*, and that technology plays a very important role in the Information Age.

Post-desktop Fusion

Quotations from an article by Fred D'Ignazio called "Restructuring Knowledge: Opportunities for Classroom Learning in the 1990s", published in The Computing Teacher (August/September 1990)

"In the past ten years something new has come into the world: *tiny tech* -- a blizzard of tiny portable computers, video cameras, VCRs, cellular phones, fax machines, musical keyboards, Walkmen, and other miniature gadgets. We have mistaken most of these devices for toys, but they are not really toys at all. Instead they are multimedia pencils -- harbingers of a new era in human history, an era of interactive, multi-sensory, restructured knowledge.

"In the past eras, what were the carriers of knowledge? The human mind, the mouth, spoken language, written language. In the world of the past, the power tools of knowledge were the pencil and the pen.

"Now new pencils and pens are emerging.... It's more than a sea of media or a blizzard of tiny tech. It's a process of rapid accelerating confluence and convergence. All of those tiny devices -- the cameras, TVs, faxes, and so forth -- are coming together and fusing. They are becoming something beyond computers, beyond TV, beyond telephones, beyond copying machines and other appliances that have become mundane fixtures of the adult workplace.

"We are witnessing *post-desktop fusion*....

"In a world in which microchips have burrowed their way into every appliance to make it 'intelligent' and 'programmable', where is the real computer? It may be the video computer that we use to capture images and sounds that we call a 'camcorder'. Perhaps it is the 'smart TV' or 'programmable telephone' or the battery-powered portable fax copier. One thing is certain -- computers are not just boxes resting on desktops. Instead they are more like caterpillars busily transforming into butterflies of startling shapes and sizes. And herein lies our opportunity for restructuring knowledge -- to expand knowledge beyond a narrow stream of text and talk to a rich flood of multimedia knowledge that feeds the senses, stirs the imagination, and pierces the heart. Learners are not just little linear text computers. They are human beings with bodies, senses, and sensitivities that yearn to be tapped. It is time we feed and nurture human beings as whole persons and let them communicate in a multitude of modalities."

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 10 15

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: The Early Years

The Early Years Consultation Paper was developed as part of the Restructuring of Education that was launched by the Ontario Government in 1989 to develop new education policies that will meet the needs of children in our rapidly changing society. The goal is to ensure that all children in Ontario have equal access to a quality education and the opportunity to achieve their full potential. This Early Years Paper focusses on the needs of children as they enter the school system, acknowledging that it is during these first years of schooling that children develop positive attitudes towards learning, the self-confidence to succeed in later grades and the groundwork for language and literacy.

School boards, individuals and interested groups are invited to respond to the issues raised in this Consultation Paper by February 28, 1992. These issues are summarized for your information on page 1 of the attached Executive Summary.

Since our board has always demonstrated leadership in the area of Kindergarten and Junior Kindergarten, it is important that we respond to the issues raised in the Consultation Paper. It is our objective to survey various stakeholders and request their input by Friday, November 22. Details of the response process are contained on page 3 of the attached Executive Summary.

RECOMMENDATION:

That the Ministry of Education's Consultation Paper and Response Guide for The Early Years be received for information and that the process for responding to the Ministry, as outlined in the Executive Summary, be approved.

Prepared by: Shelagh Simpson
Primary Consultant, Junior Kindergarten and Early Identification

Submitted by: Darrel R. Skidmore
Superintendent of Program

Approved by: Keith Rielly
Director of Education and Secretary

The Early Years
Ministry of Education Consultation Paper
Executive Summary

The Early Years Consultation Paper focusses on the educational needs of four- and five-year-old children within the context of families, communities and society. It recognizes that it is in Junior and Senior Kindergarten that the foundations are built for a lifetime of learning and acknowledges the many studies that show the value of high quality early childhood programs.

The sixteen issues raised in the document address the four major areas of: The Child's World, How Children Learn, Program Delivery and Teacher Education.

The Child's World

Issue 1 Should the Ontario education system play a role in serving young children and their families with regard to child care, family counselling, health care, recreation and partnerships with other Ministries and social agencies?

How Children Learn

Issue 2 Should provincial policy describe learning in Junior Kindergarten and Kindergarten with regard to the role of play, role of language, role of adults and areas of growth?

Issue 3 Should provincial policy describe indoor and outdoor learning materials and equipment for use in Junior Kindergarten and Senior Kindergarten?

Issue 4 Should the Ministry of Education develop a policy on "refrancisation" to ensure that school boards address the needs of children who have a wide range of linguistic abilities and are attending schools where French is the language of instruction?

Issue 5 Should provincial policy provide direction to school boards regarding the introduction of Immersion French programs in Junior Kindergarten and Senior Kindergarten in schools where English is the language of instruction?

Issue 6 Should the Ministry of Education develop a policy regarding the provision of a language-training program such as English as a Second Language and English Skills Development in schools where English is the language of instruction?

Issue 7 Should provincial policy provide direction to school boards with regard to staffing in Junior Kindergarten and Senior Kindergarten as it relates to class size, pupil-adult ratio, and teacher aides for children with special needs?

Issue 8 Should provincial policy provide direction to school boards with regard to procedures for assessment, evaluation and reporting of children's individual patterns of development and learning?

Program Delivery

Issue 9 Should special provisions in the regulations under the Education Act be included to permit children who are not yet three years and eight months old to attend special programs to deal with identified special needs or linguistic needs?

Issue 10 Should provincial policy provide direction to school boards with regard to flexible entry and attendance in Junior Kindergarten and Senior Kindergarten?

Issue 11 Should provincial policy provide direction to school boards with regard to the development, implementation and revision of plans for the coordination of school-based child care for school-aged children and Junior Kindergarten and Senior Kindergarten programs?

Teacher Education

Issue 12 Should provincial policy determine specific basic qualifications for the certification of teachers in Junior Kindergarten and Senior Kindergarten?

Issue 13 Should additional training components on Junior Kindergarten, Senior Kindergarten and Child Care coordination be provided in principal and supervisory officer courses?

Issue 14 Should the Ministry of Education support schools boards in the delivery of professional development programs for teachers in Junior Kindergarten and Senior Kindergarten by providing guidelines and models, developing training materials, encouraging partnership with other institutions, etc.?

Issue 15 Should programs be created to link the training of early childhood educators and teachers so that early childhood educators can be certified as teachers and vice versa?

Issue 16 Should the Ministry of Education offer professional development to teachers in schools where French is the language of instruction to enhance their knowledge, awareness and understanding of the cultural and linguistic needs of French-language children in Ontario?

A copy of the complete Document and Response Guide may be obtained from Shelagh Simpson, Primary-Junior Department, 527-5092, ext. 389.

PROCESS FOR RESPONDING TO MINISTRY OF EDUCATION PROGRAM REQUESTS

PROGRAM DEPARTMENT

Distribute Response Guide
to Senior Management, Area Supervisors
and Coordinators

↓

Process Design
Superintendents/Coordinators/Area Supervisors

↓

Team Chosen to Manage the Response

↓

Oct. 15 — Distribution of Memo and Document to the System and Trustees

↓

Oct. - Nov. — Preparation of Responses by System/Stakeholder Groups

programs and departments

Area Teams
- input from schools
- Trustees input by Area

Managers / Coordinators

SEAC
Home & School
AEFO
OSSTF
OPSTF
FWTAO
HPA
HSSPC
HKTA

Nov. 22 — Audit Team

↓

Nov. 29 — Draft to Superintendent of Program

↓

Dec. — Validation with System/Stakeholder Groups

↓

Jan. 6 — Revised Draft to Program Superintendent

↓

Jan. 13 — Director's Council

↓

Feb. 6 — Development Committee

↓

Board

↓

Feb. 28 — Ministry of Education

Appropriate timelines will be developed for each requested response

AGENDA

DEVELOPMENT COMMITTEE

1991 11 07

Confirmation of the minutes of the regular meeting of 1991 10 15.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 11 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Policy PAPER for the Arts in Education:
Board of Education for the City of Hamilton

This policy paper has been developed in response to the Ministry of Education's action paper "The Arts in Ontario Schools".

Rationale

This project was undertaken to –

- comply with the "Ministry Arts Group" initiative which encourages the establishment of arts policies by municipalities and all Ontario boards of education;
- complement the Arts Policy established by the City of Hamilton;
- foster a climate in which there is equal opportunity for all learners to develop a sense of self-worth through a broad range of artistic experiences;
- reflect public and global trends re: the increasing significance of the role of the arts in society;
- provide an opportunity to affirm the board's commitment to the arts as a vital motivating force in a child's life-long learning process.

Policy Format

- background
- definition of the arts
- rationale for the arts
- belief and mission statements
- recommendation
- appendices

Process

Individuals and groups representing each of the arts in this policy submitted reports and recommendations to the writing team made up of the co-ordinators of Drama, Music and Visual Arts. They developed a draft policy from the data submitted. The draft policy was circulated throughout the System for reaction. This feedback was received by the writing team who then developed the policy paper in its present form.

Integration with other System Directions

The policy paper was developed in conjunction with the following directions, which impact on all levels in our system.

- goals of education for Ontario (Ministry of Education)
- early years (Ministry of Education)
- formative years (Ministry of Education)
- transition years (Ministry of Education)
- specialization years (Ministry of Education)
- the work of the middle school development committee
- recommendations of the Secondary School Study Report (Hamilton Board of Education)

This policy paper is not a stand-alone document. It reflects the beliefs, goals and directions in which the system is moving and reflects the work already underway by system committees and writing teams.

Recommendation

That this paper be adopted as policy.

Prepared by: Bill Manson, Drama Co-ordinator
Russ Weil, Music Co-ordinator
Bruce Hosking, Visual Arts Co-ordinator

Submitted by: Darrel Skidmore, Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
POLICY PAPER FOR THE ARTS IN EDUCATION
To the Development Committee of The Hamilton Board

1. Background to the Policy Paper

The **Ministry of Education** in its goals and directions stresses the importance of the arts in education, and Ministry guidelines outline their critical role as an integral part of the curriculum from JK-OAC. Within the 13 goals of education, the Ministry recognizes the arts as –

"...helping each student to gain satisfaction from participating and sharing the participation of others in various forms of artistic expression."

In 1985 the Ministry of Education began a campaign to raise awareness of the importance of the arts in education in response to concerns about the state of the arts in Ontario as expressed in published reports, research papers and a provincial review. This campaign has resulted in a series of conferences and discussion papers and has involved teachers, administrators, and trustees, as well as representatives of faculties of education, teachers' professional organizations, arts subject associations, community arts groups, and relevant Provincial ministries (See Appendix 1.1).

Boards of education, teachers' organizations and arts communities around the Province have responded by developing arts policies; raising awareness; improving communication; creating networks; developing and implementing quality arts curricula; promoting new and innovative arts programs; and collaborating in projects to meet the needs of all Ontario students through the arts.

Locally the **Corporation for the City of Hamilton** has also developed a policy for the arts, reflecting the importance of the arts in an age of sophisticated technology and consumer-based economy (See Appendix 1.2).

In our own Board, the **Program Department** has been actively working in the directions set for the arts by the Ministry of Education to integrate Ministry goals for the arts into the curricula of primary, junior, middle and secondary schools (See Appendix 1.3).

These directions for the arts in education are in keeping with those of the Reflections Paper, the work of the Middle School Development Committee, and the recommendations of the Secondary School Study Report.

2. Definition: the Arts in Education

"Artistic expression involves the clarification and restructuring of personal perception and experience. It is found in the visual arts, music, drama, and literature, as well as in other areas of the curriculum where both the expressive and receptive capabilities of the learner are being developed."

OS:IS (1.3)

The arts in education provide both a **vehicle** and a **process** which allow students not only to find meaning in experience, but moreover to "make meaning": to explore meaning, to artistically express meaning, and to create experience. Thus the arts cross several traditional subject boundaries: dramatic arts, literary arts, media arts, music, physical education, theatre arts, and visual arts (See Appendix 2).

3. Rationale for the Arts in Education

A quality education in the arts prepares students for –

- **Living and Learning**

  Problem-solving, decision-making, analysing, organizing, conceptualizing, interpreting and evaluating are all cognitive skills developed through education in the arts. The arts provide a range of experiences which prepare students to respond sensitively and creatively to change and to challenge.

- **Understanding Customs and Cultures**

  The arts in education provide access to the wealth of our culture, by creating the contexts for exploring and experiencing our past, present, and even future. Education in the arts nurtures an awareness of the arts as a reflection of and a response to our society, and encourages understanding and respect for the traditions of our own and other cultures. Thus the arts play a vital role in global education.

- **The World of Work**

  Cooperation, initiative, responsibility, commitment, reliability, leadership, communication, time-management, the ability to function both independently and in a group, and appreciating the dignity of work are all skills and values developed through education in the arts. Education in the arts prepares students to function confidently and effectively in their chosen careers in any field.

  The arts themselves are an increasingly important source of employment as demand for artistic and cultural activities grows. The arts and culture industries are highly labour intensive, employing some 280,000 people across Canada in 1981, for example. The arts also support employment in other sectors of the community's economy by drawing visitors who, in addition to attending arts functions, spend money on local goods and services. The arts make the community an attractive location for businesses, and attract and keep employees for whom cultural opportunities are often an important concern.

4. Belief Statements for the Arts in Education

- **The arts are an integral element of every culture.**
- **An education in the arts is an integral part of the process of education.**
- **Education in the arts plays a fundamental role in the process of human growth and development.**
- **All students, JK-OAC, should experience a developmental, on-going, quality education in the arts.**

5. Mission Statement: Direction for the Arts in Education in Hamilton

In order that all our students may experience an on-going, quality education in the arts, there must be:

- continued support, opportunities, services and resources for quality programs in the arts;
- commitment to the development of programs which will permit all students access to a balanced, representative arts curriculum;
- commitment to the development of positive attitudes to the arts as an integral part of the curriculum, and to the development of an understanding of the role of the arts in the curriculum;
- commitment to enhancing communication and cooperation among teachers, administrators, boards, ministries, agencies, artists and the community, including the development of networks and the sharing of information and resources in the arts;
- commitment to supporting professional development, teacher education and staff in-service in the arts.

6. Recommendation: the Arts in Education

6.1 Recommended that the Belief and Mission statements as outlined in this paper become the official policy for the arts in education of the Board of Education for the City of Hamilton.

6.2 Recommended that the Belief and Mission statements in this policy paper be formally integrated with the work of the Middle School Development Committee, and with the directions of the Secondary School Study Report, the Formative Years Response, and all other System program development.

APPENDIX 1: Background to the Policy Paper

1.1 Ministry of Education Discussion Paper (1985)

In the spring of 1985, the Ministry of Education prepared a discussion paper emphasizing the importance of the Arts in a balanced curriculum in response to concerns about the state of the Arts in Ontario schools expressed in published reports, research papers, and provincial reviews. The Ministry paper was distributed throughout the province to stimulate discussion among educators and the general public. Four major concerns emerged –

"There is a need for dedicated commitment to the improvement of existing arts programming and for strong leadership in the development of new programs, in order to better meet the needs of all Ontario students.

Positive attitudes towards the Arts as an integral part of the curriculum need to be developed.

Greater communication and co-operation among teacher, boards, ministries, agencies, artists, and the community are needed to ensure an effective and on-going network of support for Arts education in Ontario.

Innovative practices in teacher education and professional development must be encouraged."

Since the publication of the action paper, there has been considerable activity throughout the province to meet these needs. This activity reflects a growing recognition of the importance of the arts in both the school curriculum and in society as a whole.

1.2 Policy for the Arts: Corporation for the City of Hamilton

The preamble states:
"From times of pre-history to the present, the artistic expressions of mankind have sought to interpret and define many components of a life experience, such as perceptions, emotions, dreams and aspirations. Artists as a group have been viewed as those whose sensitivity to their environment, whose ability to create symbols which articulate universal experiences, made them valued members of their societies.

In an age of sophisticated technology and consumer-based economy, western civilization is in increasing danger of relegating this creative process to a minor role in the general scheme of things.

. . . the essence of creativity, of artistic expression in a wide variety of mediums, will only ever be justified in terms of the necessity of our continuing attempts to understand ourselves and our world and to relate to our fellow man. This ancient pre-occupation, as relevant today as it was thousands of years ago, and inestimable value to the well-being of the community, deserves our attention, our support, and our best efforts to ensure a nurturing environment for an on-going journey of exploration and discovery which provides us with contemporary definitions of who we are and what we might become."

NB: This philosophy strongly reflects the Belief and Mission Statements of the Hamilton Board of Education.

1.3: The Arts and the Curriculum

The Ministry of Education states as one of its goals of education:

"...helping each student to gain satisfaction from participating, and sharing the participation of others in various forms of artistic expression." (OS:IS 1.3)

The Ministry recognizes the arts as being an essential and integral part of every child's formal education beginning in junior kindergarten:

"The child in the Primary and Junior Divisions will be given opportunities to:

- *develop the ability to express his or her ideas and feelings through active participation in drama, music, physical education, and the visual arts;*
- *use the opportunities provided by the arts to practise problem-solving both independently and co-operatively;*
- *enjoy the power of creation through the use of colour, pattern, movement, sound, language, and materials;*
- *identify and use ideas gathered from the arts to better understand our society;*
- *increase sensitivity of perception through the use of all the senses and develop the capacity to express this sensitivity through a variety of creative media."*

The Formative Years (p. 17)

Education in the arts stands at the core of the curriculum through to OAC's:

"...much of the learning that takes place in schools occurs through language and through perceptual and expressive experiences in other media. Visual, aural and dramatic expression extend well beyond the – arts subjects into all areas of the curriculum and contribute important learning perspectives along with language."

OS:IS (3.2)

APPENDIX 2: Defining the Arts in Education

The arts provide vehicles through which individuals may explore, appreciate and respond to their world. Human understanding and expression lie at the core of the arts.

Having said that, **each of the arts provides specific and unique ways of finding those understandings and interpreting those experiences.**

"The arts have a value in themselves and can be studies and experienced for themselves. Exposing students to works of artistic quality and originality is an essential component of any arts program. ***The arts cannot take their rightful place in the curriculum if they lose their identity and become solely an approach to the ideas in other subjects."***

The Arts in Ontario Schools, p. 4

2.1 Dance

Dance is unique among the arts because it provides a vehicle for individuals to actively explore themselves in terms of time and space in response to their world. It leads, through its practice, to an understanding and development of physical and anatomical awareness, and directly addresses learning styles that have a strong creative, expressive or psychomotor preference.

Dance also provides a creative outlet for personal artistic and aesthetic expression using the human body. Through dance students develop not only physically, but emotionally, intellectually and spiritually.

Finally dance provides a vehicle for the appreciation of other people's thoughts and feelings through the artistic forms unique to dance and to dance presentation.

2.2 Dramatic Arts

Drama is unique among the arts because it provides a vehicle for individuals to collectively and actively explore other times, places, events, people and ideas by putting themselves personally into those situations and "playing" them out. Through this process of collective, active exploration, individuals are encouraged to respond to those situations, to the behaviour of their peers in those situations, and to their own personal behaviours in those situations.

Through drama people learn about themselves and discover how to communicate with, become aware of and understand others. Drama therefore provides a process fundamental to understanding human experience.

Drama also provides a vehicle for personal artistic and aesthetic expression using both the body and voice.

Finally drama provides a vehicle for the appreciation of other people's thoughts and feelings through the artistic forms unique to theatre and theatre presentation.

In the JK-OAC curriculum, drama is a teaching methodology. In grades 7 - OAC it is a subject discipline as well. Dramatic Arts as a subject is a sequential program of experiential learning through which students develop their personal resources, and understanding of themselves and others, their communication skills, a sense of inquiry, and an appreciation of art forms. Drama as a learning strategy in all subject areas aids the understanding of personal and human experiences, allows students to enter into the reality of situations and characters, and promotes personal growth.

"dramatic expression extends into all areas of the curriculum and contributes important learning perspectives along with language." *OS:IS, 1984*

2.3 Literary Arts

The enjoyment, appreciation and creation of literature form the basis of the literary arts. Literature allows students to interact on a personal level with the ideas and feelings of others and to span the distances of time and space in so doing. The contemplation of literature, be it a Shakespearian sonnet or the story of a fellow student, permits students to explore their own thoughts and feelings in terms of those of others, and to bring new meaning to both through the process. The creation of literature allows students to use language to manipulate ideas and to express feelings and concepts which not only bring meaning to others, but also through the process new meaning to the creator as well.

2.4 Media Arts

Media is both a teaching/learning strategy across the curriculum and a subject discipline. Media provides students with opportunities to understand, appreciate and enjoy creative statements made through such media as photographs, films and videos. While students do acquire problem-solving and critical thinking skills through interaction with a variety of media, they are also freed and empowered to create and to express themselves through the production of non-print materials. The creative and aesthetic aspects of media literacy must be balanced with media technology and with critical analysis of the mass media and their influence on our society.

2.5 Music

Music is unique among the arts because it offers opportunities to explore sound through **listening, performing, creating and responding**. The study of music grows from simple aural recognition to the profound involvement of the whole person.

Listening, as a musical activity, involves complex mental skills including perception, cognition, imagination, analysis and feeling. A critical listener is better equipped to understand and give meaning to the world around him/her. The essence of music lies primarily in the people who listen to it.

Performing, as a musical activity, cultivates clear thinking and deep feeling as well as complex mental and muscular skills which necessitate growth in the development of self discipline. Performing promotes confidence, self-esteem and a greater appreciation for the aesthetic nature of music as a form of artistic expression and communication through a universal language.

Creating, as a musical activity, explores sound through improvising, arranging and composing for voices, instruments or other sound sources. It involves compositional procedures, formal structures, recognition of symbols, language clarification and conceptual sensitivity. A creative person is better prepared to make decisions, take risks and use his/her imagination.

Responding to music is a very personal experience. It begins with the simple recognition of the physical characteristics of sound and extends to the synthesis of all sense and thought processes. **Music and sound are part of every culture. They nourish our inner soul and our whole being.**

2.6 Physical Education

Through the exploration of movement students develop a creative style of their own. By providing an aesthetic and expressive focus in physical activities, students have the opportunity to clarify movement ideas and to gain personal satisfaction from artistic expression.

Programs which provide for this creative and expressive focus allow students to examine personal perceptions and clarify movement ideas, and to gain personal satisfaction from artistic expression. Programs which provide for this creative and expressive focus allow students to examine personal perceptions and clarify their experiences in a way unique to physical education.

2.7 Theatre Arts

Theatre arts is an important aspect of the Dramatic Arts curriculum. It is a subject discipline involving the interpretation, communication and appreciation of human ideas and values. This discipline provides students with opportunities to interpret the playwright's art, and to communicate the playwright's ideas both through the development of the acting skills of voice and movement, and through the physical elements of sound, light, costumes, makeup and scenery. As well, students as audience may respond to and appreciate the playwright's art and the forms and conventions of the theatre. Through playmaking, playwriting, designing and directing, students are provided with channels for their own creative expression.

2.8 Visual Arts

Visual arts is unique among the arts because it focuses on the processes of perceiving, producing and appreciating, and their inter-relationships.

Visual Arts capitalizes upon student experiences both personal and vicarious, allowing them the opportunity to react concretely to topics, issues and concerns through the involvement of his/her feelings and emotions. Through Visual Arts students become more visually aware of their natural and man made environment which can be expressed in terms of the vocabulary and concepts specific to the subject.

Those concepts and feelings are uniquely explored through individual or group activity in a hands-on studio setting encouraging students to create, manipulate, organize and reorganize their ideas through problem solving and divergent thinking. This process encourages the exploration of ideas and concepts which promote positive self esteem rather than "fine finished products".

Visual Arts is designed to cultivate motor skills, to heighten perception, to refine vision and thus strengthen the capabilities essential for developing the aesthetic or preparation for a variety of related careers and occupations.

Through the viewing process of responding and analyzing information, acquisition and interpretation, students can view the world through the eyes of others with increased understanding and appreciation of other cultures and heritages, both past and present. Students can then make better aesthetic judgements about the quality of their own living space.

By creating, the student acquires an alternate and unique means of comprehension, communication and expression which expands imagination and develops mental flexibility.

2.9 Integrated Arts

None of the arts functions entirely separately from the rest. Each touches on, borrows from and is inspired by the others. The very nature of the arts and what they reflect about us as human beings creates this bond. Thus in education children grow and develop not only from what each of the Arts uniquely provides, but also from what all the arts in education can foster through balanced, integrated programs.

APPENDIX 3: Acknowledgements

3.1 Contributors to the Policy Paper

B. Chapman	Co-ordinator	Physical and Health Education
G. Gibson	Co-ordinator	Media Services
B. Hosking	Co-ordinator	Visual Arts
G. Mallory	Co-ordinator	Music (retired)
B. Manson	Co-ordinator	Drama and Dance
G. Mowbray	Co-ordinator	English
D. Rawsthorne	Co-ordinator	Primary/Junior Education
R. Weil	Co-ordinator	Music

and all those in the System who provided feedback and input to the final draft.

3.2 Written by:

B. Hosking, B. Manson, R. Weil

Edited by:
B. Manson

Formatted by:
G. de Jager, C. Giesbrecht

Approved by:
G. Rappolt, Assistant Superintendent of Curriculum
D. Skidmore, Superintendent of Program

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 11 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Program Accountability Action Team

The Program Accountability Action Team has met on several occasions through the Spring of 1991. The next meeting will be held on November 14, 1991 to further discuss development of a Program Accountability Model. It would be the intention of the Action Team to bring to the December Development Committee the initial elements of the Program Accountability Model along with specific recommendations for implementation.

RECOMMENDATION:

That this update be received for information.

Prepared by: Program Accountability Action Team

Submitted by: Rosaire Lavoie, Superintendent (French as a First Language)

Approved by: Keith A. Rielly, Director of Education and Secretary

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 11 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Status Report of the Staff Development Action Team

The Staff Development Action Team began meeting on April 5, 1991 to undertake its Strategic Issue as outlined in Program Priorities for the '90s: Directions Paper, March, 1991.

Strategic Issue: In an effort to build on the quality programs already in place, there should be an Action Team to develop a comprehensive staff development plan as it relates to both program implementation and leadership development.

This issue draws focus on two areas:

(a) the implementation of programs; and
(b) the development of leaders within our system. As the work of the Action Team progressed, and as groups from within and outside the system made presentations, it became apparent that such a mandate was too narrow in scope. The mandate not only failed to address other processes undertaken in our system for which staff development support would prove both necessary and beneficial, but also, ran the risk of disenfranchising the many non-academic groups within our board – groups who ought to and frequently must be participants in the implementation of system program. By way of examples, the future plans of the Compensatory Education and Special Education Action Teams will need the support of all players within our system to make these new directions and policies effective.

In recognizing the importance of staff development for all groups within the system, our Staff Development Action Team quickly recognized that, while Staff Development as it is now managed falls within Human Resources, indeed there is a strong and frequent link with the Program Department. It will be necessary to examine this linkage carefully as well as the structure and reporting responsibilities of any new staff development framework which may result from the work of this Action Team.

This Action Team began its work by creating a process for undertaking its task. It began with a gap analysis which sampled, and continues to survey, a number of groups within our system to determine the level of service currently being provided. We are in the process of also determining the staff development needs of our system from the very broadest to the most specific.

These two dimensions will result in a type of gap analysis which will then identify where and how our system of staff development support and delivery must be restructured or adjusted. The Action Team will then complete its work by outlining the possibilities for this new framework and how our system might move through the necessary period of change into a new mode of delivery.

The Action Team members have divided into four working subgroups which meet independently as well as collectively. One group (chaired by Dave Didur) has worked to create a data-gathering survey instrument for use outside the system. Members from each of the other three subcommittees served with Dave until the instrument was completed.

The in-system subcommittee (chaired by Suzanne Nolan) has worked with Owen Jackson to develop an instrument for use with all constituent groups within the system. It will use the data generated by the survey instrument to create an accurate picture of current staff development awareness, use, and identified needs from all groups within our system.

The out-of-system subcommittee (chaired by Bill Whittle) has hosted a symposium for community groups and businesses outside the field of education. This very successful symposium sampled staff development needs as identified by the business world, and examined strategies for delivery. Two other symposia to sample staff development programs of other boards of education have also been held. Various other initiatives will result in additional data to consider.

The research subcommittee (chaired by Marg Bowman) has spent time examining a broad spectrum of literature on Staff Development, and has summarized its work to date in a model which makes five differing approaches to staff development available. This model represents just one approach to delivery, and this may assist the Action Team in designing a framework responsive to the identified needs of the system while accommodating access by all groups within our board.

The Action Team as a whole has received formal presentations from the following individuals/groups:

1. Jack Diverty (H.P.A.)
   Topic: Making Your Action Team Effective/Successful

2. Trish Fulton
   Topic: Report of the Adult and Continuing Education Action Team

3. Steve Barrs
   Topic: Report from the Race Relations Staff Development Action Team

4. Gail Rappolt
   Topic: The Change Process, Leadership Development and the Implications for Staff Development

5. Barbara Howard – Written Summary
   Topic: Conference on Staff Development, Brantford, March, 1991

Timelines:

As the Staff Development Action Team continues to meet, a working paper will be created for presentation to Administrative Council in January/February, 1992, and for presentation for approval to the Development Committee in March, 1992.

A planning team has been formed and will continue to plan agendas for the Action Team and identify remaining tasks and target deadlines to move into the Working Paper stage. Each subcommittee continues to review the Process and Recommendations sections of the March, 1991 Directions Paper as it works to complete its tasks and formulate possible recommendations.

RECOMMENDATION:

That this report be received for information.

Prepared and submitted by: Murray Quinn, Superintendent of Schools (Area 1)

Approved by: Keith A. Rielly, Director of Education and Secretary

Education Centre
100 Main Street West
Hamilton Ontario.
1991 11 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Race Relations And Ethnocultural Equity

Development Committee Update November 7, 1991

All Race Relations Action Teams (Leadership, Community Relations, Program, Harassment, Staff Development, Employment Practices) have met a number of times in September and October to provide input into their Working Papers. When ready all Working Papers will be reviewed by the Race Relations Design Team. At present the Design Team is reviewing the Employment Practices and Harassment Working Papers for presentation to the Race Relations Steering Committee on November 19, 1991.

Each Working Paper contains procedures, steps for preparing for implementation, implementation practices and strategies, timelines and suggested resources. Accountability for implementation is built in through designated role responsibilities and a section dealing with incentives and sanctions.

All Action Teams, the Design Team and the Steering Committee continue to consist of trustees, staff and representatives from the ethnic and visible minority communities.

Throughout September and October a number of Anti-Racist Education inservice training opportunities have been held. Participants have discussed, "What is racism." They have learned about the dynamics of racism and have identified racial incidents, exploring constructive ways of dealing with them. In some workshops participants have examined issues relating to bias in learning materials and the reception, assessment and placement of students new to our schools. Similar inservice opportunities are being offered in November.

A report is being prepared on the "Identifying Bias In Curriculum Documents Project." This project has been funded through a grant from the Ministry of Citizenship, Race Relations Directorate. Findings have been shared with each subject co-ordinator. Inservice training has been provided for summer writing teams, English teachers, subject co-ordinators and consultants as well as members of the Race Relations Steering Committee, Design Team and Action Teams. The report will be available in the latter part of November.

RECOMMENDATION:

That this report be received for information.

Prepared by : Steve Barrs, Consultant
Submitted by : Bruce Sinclair, Superintendent, Human Resources
Approved by : Keith A Rielly, Director of Education and Secretary

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 11 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Retention Committee Report

Enclosed is a copy of the Retention Committee Report. Committee membership consisted of those who had attended Ministry Institutes on Student Retention and Transition, and Mission Possible Conferences. We met for the first time on May 15, 1989. Committee members are as follows:

Vic Lepp	Guidance Co-ordinator	Education Centre
Don Thorne	Principal	Scott Park
Dave McIsaac	Vice-Principal	Delta
Beth Jazvac	Vice-Principal	Westmount
Nora Crawford	Teacher	Westmount
Robin Magill	Head of Guidance	Sir Winston Churchill
Keith Gale	Assistant Head of Guidance	Westdale
Cathy Hillgren	Guidance Counsellor	Elizabeth Bagshaw
Gail Rappolt	Assistant Superintendent of Program	Education Centre

In the 1989-1990 school year, the committee attended a follow-up Ministry Institute and other retention conferences such as the Symposium on At-Risk Students. We also met with Mr. Phil Lange who was involved with McMaster University's Hamilton Secondary School Student Survey.

From the above activities, through reading, extensive research (the attached bibliography is an example), and examining what is happening in our own and other Boards, the committee determined that there are excellent efforts being made in Hamilton to assist with the retention of students. Unstreamed classes, advisor groups, alternative education programs, transition projects, peer tutoring and anger managements are some examples of these initiatives.

As much as we believe that these efforts are helpful, there still are some basic issues that need to be addressed. The accompanying seven recommendations, although somewhat philosophical, are rooted in sound research and are supported by the profiles in the appendices. We believe that even our strongest programs delivered through the best learning environments will not prevent some students from continuing to experience difficulties with a formal education system. There are many social and economic factors in society and in the home that impact on a students' success at school. (The Adolescent Experience by Dr. Alan King and Children at Risk by Dr. Dan Offord.)

The retention of students is not just a secondary issue. Its basis may very well be found in the elementary years. These recommendations have been forwarded to the Presidents of the Teachers' Federations and their initial response was positive.

It is not the intention of this committee to work in isolation. Rather, it is critical that the work to date and any future efforts be done in concert with the Secondary School Study Report, the Middle School Development Committee, the Transition Years Work and any future work associated with the Early Years and the Specialization Years.

Prepared by: Retention Committee

Submitted by: Darrel Skidmore, Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

The Recommendations

In order to make significant changes in student retention at a system level, this committee recommends:

1. **That strategies be included in each school's plan, to assist students in "bonding" to the school.**

   Rationale: The needs of the adolescent learner, changes in society, the Radwanski Report, the elementary experience and lack of maturity indicate that a formalized effort to assist with "bonding" is required.

2. **That each middle and secondary school devise a plan to involve students, parents and the community in developing the structure and program delivery of the school.**

   Rationale: It is essential that curriculum and teaching techniques are relevant to students' needs and to the realities of the world they are preparing to enter. The above three groups working together will heighten an awareness of the needs, expectations and resources essential to a positive learning experience. Input and decision-making involving school and community stake-holders establish both critical and effective networking systems and a sense of ownership to the education of our young people. It is imperative that schools be flexible and responsive to keep pace with societal changes. (See Student–At–Risk Profile, Appendix 1)

3. **That the Hamilton Board of Education work with the local Colleges of Education in the evaluation of student teacher selection and training practices.**

   Rationale: Attitudinal and personality characteristics are important qualities in a prospective teacher. (See Teacher–At–Risk, Appendix 2)

4. **That the Hamilton Board of Education continue to review and revise its teacher hiring practices.**

   Rationale: Traditionally, admission to teacher training institutions and therefore hiring by Boards of Education has been based mainly on academic achievement. With increasing emphasis on the importance of student-teacher relationships as a critical factor in student success, it is important that criteria and hiring procedures for our board reflect those student needs. The "Image of the Ideal Secondary School Teacher" produced by the Secondary School Study committee and the recommendations of the Provincial Teacher Education Review Steering Committee (1988) would both confirm the need to look beyond academic achievement and to include love of teaching and caring for young people, as two criteria to be assessed when hiring teachers.

5. **That the emphasis in student retention in the Hamilton Board of Education be primarily based on quality classroom curriculum and methodology (i.e. prevention rather than remediation, cure rather than band-aids). (See bibliography attached, Appendix 3.)**

   Rationale: The research clearly shows that the in–school factors that contribute to the characteristics of the student–at–risk can be decreased through frequent and relevant interaction between student and teacher using the curriculum. Therefore, the continued development of quality program and staff development related to improving classroom pedagogy becomes critical.

6. **That the Human Resources, Research, and Program Departments assess the relationship between a "teacher-at-risk" and student retention. (See Appendix 2.)**

   Rationale: There is no clear statistical relationship between teacher commitment and student retention. However, research supports that positive, consistent and caring student-teacher interaction contributes to higher levels of student retention.

7. **That a student exit plan be devised and delivered through the central computer system.**

   Rationale: The student requires complete and accurate information regarding community resources that may assist in the withdrawal process. We have made a commitment to education as an on-going and lifelong process. The student needs follow-up contact as to educational opportunities. The "system" should have accurate data pertaining to a student who leaves. There is a need for consistency in data collection.

It is therefore recommended that this report be approved by trustees and that the recommendations be referred to the Secondary School Study Committee, the Middle School Development Committee and the appropriate Action Teams and Departments as identified.

"STUDENT–AT–RISK" PROFILE

Observable Behaviour	Characteristics	Helping Strategies
• bullying • attention–seeking • excessively quiet • poor peer relationship • feelings of isolation • poor hygiene • verbal abuse of adults	Low Self–Esteem	• rewards for prosocial behaviour • activities that will ensure success • school as a safe and pleasant place to be • social experiences with adults • mentor program gradual relationship, advocacy
• low reading and math scores • repeated grades • low teacher expectation	Academic Difficulty	• early identification and prevention programs not sufficient in islolation • continuous progress programs • levels paced through sequenced instructional objectives • co–operative learning • remedial programs intensive and temporary • specialization in senior level • multisensory activities • high interest material • computer–assisted instruction (CAI) • peer tutoring • focus on individual learning needs • co–op integrated into curriculum • variety of learning styles • strategies must be shared by all in school
• little direction in activities • difficulty focusing on task • easily distracted • lethargic • overly active • no short or long term goals	Lack of Goals	• linkage between home and school • alternative goals and alternative means to achieve them • opportunities to achieve smaller goals • goal setting/time management activities

Observable Behaviour	Characteristics	Helping Strategies
• poor attendance • non–participation in extra curricular activities • conflict between home/school culture • low motivation • large peer influence • alienation/isolation	Lack of Bonding	• attendance policies that ensure that students know they are missed and concern is shown • peer calling services • notes for perfect attendance • home visits for truant students follow–up is essential • re–examine school policies that encourage alienation • in–service for staff on students' needs, discipline, communication, strategies
• many schools attended • low socio–economic status • parental non–involvement (low expectations) • low parental educational level (parents had bad experiences at school) • stress	Dysfunctional Family	• parent education activities (basic skills, homework–helper tips) • demonstration classes • outreach program for parents, or school leavers • school news to local churches for bulletins • visit homes (welcome wagon) • community resources in school • parent and staff together activities • collaboration with community

"STUDENT–AT–RISK" PROFILE

TRANSESCENT NEEDS

Needs	Characteristics of Behaviour	Helping Strategies
Developmental Tasks (Thornburg 1974) • developing and organizing knowledge and concepts necessary for everyday functioning	• difficulty budgeting time and task • forgetfulness • inability to organize • insecurity • inability to focus • lack of task completion	• accommodate short attention spans in programme • curriculum organized with activity based concrete experiences and connected from grade 6 through 9 • developmentally based programme rather than age • focus on social/emotional development rather than cognitive (Havighurst 1979) • curriculum delivered within the context of supportive peer relationships, peer tutoring, and co–operative learning as the tools to help cognitive development (from concrete operational [Piaget] to the abstract reasoning of later adolescence)
• becoming an independent person	• testing of limits in rules and regulations • developing sense of privacy • overly concerned about feeings of "undue" attention by public at large	• recognize the fragility of the transescent's sense of self–worth • balance of adult direction leading to independence to reduce later deviant behaviour (Simmons andBlyth 1987) • recognize the rebellion as a belief that allegiance to parents and teacher can result in a loss of peer approval (Manning and Allen 1987) • maintain a flexible, tolerant, and understanding school setting • provide consistency in mentors or teacher advisors
• developing elementary moral concepts and values	• concern for justice and fairness (level 2 Kohlberg) • desire to help and take on responsibilities of appropriate nature • lack of confidence	• provide sharing and discussion opportunities • provide opportunities to show and develop responsibilities which will foster autonomy and assist with self–esteem • focus on short term goals • help with an unstable self image which is vulnerable to an exaggerated sense that others view them unfavourably (Protinski, 1975 Seirer and Winfield, 1988)
• learning new sex roles	• giddiness • inappropriate vocabulary • exaggerated images of roles	• provide curriculum focused on relationships and growth

Needs	Characteristics of Behaviour	Helping Strategies
• accepting increasing changes in one's physique	• growth spurts • gangliness • dropping things • bumping into objects • perceptual concerns • overly concerned with "up to date" physical appearance, clothes and body	• recognize that bodies are so different the owner often doesn't see it as familiar • lessen the competition in sports • increase safety concerns (most injuries occur in interscholastic sports in transition McEwen 1981) • provide females in transition the unique assistance they need to maximize potential (Simmons and Blyth, 1987, Davis Weiner and Shute 1977). Coach them through puberty developmentally.

"STUDENT–AT–RISK" PROFILE

Adolescent Needs

At–Risk Students' Need	Reaction	Helping Strategies
to survive	• understand that a student who does poorly is a discouraged person • reinforcement that we are all on the road to becoming • our understanding that at–risk students have: a) low self–esteem b) fears of embarassment c) a defeated attitude • need to employ a model for individualized instruction in order that students can progress until mastery We now hold time, methods and evaluation constant, therefore, the only variable is students' results. If we vary the time, methods and evaluation all students should be more able to succeed. • to understand that anger is not personal • communicate to parents and students that more than 15 hours of part–time work outside of school will affect their school results • assist with goal setting and planning to accomplish these goals	• looking for the motive behind behaviour • providing a school/class setting free from embarassment or sarcasm • a teacher belief that the school setting can turn around perceptions • expectations of success for all students • understanding that perceptions can be changed through personal experiences (ACTIVE STUDENT CENTERED LEARNING) • a democratic society inside the school • direct teaching of memory and generic skills needed for success in school • self–paced delivery of curriculum • individualized delivery of curriculum • focus in all subjects on why of the learning • vary time and methods • evaluate when ready (different methods) • curriculum focus on decision making, goal setting • provide remedial instructional programs e.g. reading • eliminate focus on neat handwriting provide word processors, spell checkers for all students • strategies to assist with anger and tolerance levels • letters to parents, messages on reports, comments from teachers to families, Parent Advisory Council, Assistant etc. • mentor who assists in goal setting, planning, evaluating and celebrating gains

At-Risk Students' Need	Reaction	Helping Strategies
to belong	• to encourage bonding with "people" • teachers to be encouraged to work from their own strengths • strengthen perceptions of significance in relationships "I contribute in meaningful ways", "I am needed" • help them to understand that no learning style is better than any other • to help them understand and accommodate their own learning • encourage coach/manager teacher role	• fewer number of teacher pupil contacts • student centered curriculum • strong, instructive group component to curriculum delivery • use of mentor/teacher advisor model • not "taking up" group work or giving the word from on high — let them assume responsibility and own the consequences • systematic and involved plan for transition from grade 8 to grade 9 • vary time and methods so that students can show us what they know not what they don't know • provide conscious opportunities for different learningstyles Dunn and Dunn: tactile & kinesthetic, impulsive vs reflective etc. • lecturing no more than 20% of the time
to be free	• to work with others to develop friendships through communication cooperation, negotiation, sharing, emphasizing and listening • develop understanding of personal emotions, to use that understanding to develop self discipline and self control and and to learn from those experiences • develop judgmental skills	• to develop an environment where risk–taking is encouraged and applauded both for teachers and students • an understanding of the process of developing internal locus of control and with it the understanding that coercion doesn't work to develop life long learning skills • curriculum which is relevant to everyday current needs which requires thinking and evaluation skills
to have fun	• to develop systemic skills in order that the limits and consequences of everyday life are responded to with responsibility, adaptability, flexibility and integrity	• strategies selected for enjoyment and "play" • use Goodlad's A Place Called School strategies that students like to draw, move, manipulate, working together, talking, etc. • teacher job satisfaction considered seriously as part of school plan • risk–taking encouraged • comfortable, plant development • visibility of joy and excitement in learning • life–long learning as teacher goals
to have power	• to apply the principle behind the need for flexible programs	• to participate in real decisions that affect them (if we tell them where to go, how long to sit, what to do, and whether it is right or wrong, they feel powerless)

HOW TO HELP THE "TEACHER–AT–RISK"

Hypothesis

- **That stress and burnout may significantly impair the working relationship a teacher has with the pupils, the quality of teaching, and the commitment able to be displayed by that teacher.**

Teacher Behaviours Exhibited	Possible Characteristics	Strategies That Will Help
• authoritarian attitude toward pupil control • tend to be defensive • tend to describe themselves as very self-confident • tendency to impose own will and judgements upon others • tend to "ride the situation"	• lack of self-confidence • fear	• professionals must be rewarded for accomplishments • there is an equal need for teachers to understand the dynamics of their own temperament and to understand psychology of learning • there is a need to learn how to relate to their own needs and vulnerabilities before they can relate in a non-stressful manner to instructional needs of their students • there is a need to modify aspects of their own personal disposition if they are to stay healthy
• anxious and impatient — feelings of too little time and too many responsibilities • role conflict — teachers' feelings that they are torn by conflicting demands between such things as amount of work versus quality of work, job demands versus needs of pupils, conflicts with school personnel • tend to believe that things are outside their control (teachers with external locus of control report more stress) • uncertainty • in extreme cases late marks, exams, and ensuing conflicts with administration	• depression • burn out	• time management techniques • having control over decisions in matters directly affecting them • set up clear role expectations which alleviate distress and build job satisfaction • more prep time • school improvement techniques • recognition of effort • clearer description of job tasks and expectations

Teacher Behaviours Exhibited	Possible Characteristics	Strategies That Will Help
• reduced willingness to expend extra efforts for students • low regard for the abilities of certain students • tend to offer less encouragement, less support, and less attention • unfamiliar with the culture of the student • stereotyping certain students • perception of threat • negative well-being (a greater number of absences) • lack of feelings of personal accomplishment • reduced interaction may lead to lower student achievement * however, some high stress situations create job satisfaction	• anxiety	• addressing sources of stress (e.g. more time for deadlines, changed curriculum to motivate pupils). This is most effective. • lowering the level of administrative involvement increases likelihood of burnout • positive techniques to change perception • physical techniques (relaxation, exercise) • high level of support for employee • provide goal-directed activities for staff
• perception of lack of feedback • perception of threat (inability to meet demands) • attempts to "ride the situation" • reactive rather than proactive • utilize colleague support to reinforce attitudes	• poor quality relationship with supervisors	• principal is perceived as "putting them at ease", "taking an interest in their welfare" and in their professional development • principal is sensitive to school problems "knowing what is going on" • principal deals with problems early on, sets a good example, recognizes effort • peer support for colleagues

NOTE:

1. Unstable staff (high turnover) = high student absentee rate.
2. Reduced teacher-pupil interaction = lower student achievement.
3. Appears to be no statistical relationship between teacher commitment and student attendance.

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Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 11 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Compensatory Education Action Team

The Compensatory Education Action Team has been meeting since early spring. Its consultation process has involved meetings with people from the Ministry of Education, several other school boards, system administrators and staff, area teams, and various agencies and community groups.

The attached report is being presented for information and discussion, and will be recommended for approval at the December Development Committee meeting. This will give trustees an opportunity to raise any questions following the presentation, and also, will allow them to meet with committee members prior to the December meeting.

RECOMMENDATION:

That the attached material be received for information.

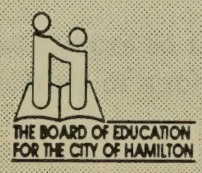
Prepared by: Compensatory Education Action Team

Submitted by: Darrel Skidmore, Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

Compensatory Education

Action Team Report



Fall, 1991

COMPENSATORY EDUCATION WORKING PAPER
EXECUTIVE SUMMARY

BELIEFS

Based upon the input from various groups and individuals within our system and community and the dialogue with the Ministry of Education and other Boards of Education, the Compensatory Education Action Team has made recommendations based on the beliefs that:

i) **Poverty** and the **effects of** poverty are the contributing determinants of disadvantaged/at risk learners;

ii) **Pockets** of poverty, with their own uniqueness, are found throughout Hamilton and are no longer rooted only in the north end;

iii) Focus must be on the **learner**, not the school;

iv) Human and financial supports for the disadvantaged/at risk learner must be available to the end of the **O.A.C.** years.

v) School teams, in conjunction with the superintendent must be **supported** by human and financial **resources** and must be able to plan for **interventions** appropriate to their community uniqueness.

vi) Local compensatory education initiatives must incorporate Ministry of Education Compensatory guidelines for policy, program and strategy.

vii) "The school building represents a major resource as a site for organizing a system of supports for children and/or families." "Children First", pg. 11. 1990

STUDENT INITIATIVES

The mandate to address compensatory education issues at the elementary school level has been present in the Hamilton Board of Education for approximately 30 years. Today, literature and research clearly define compensatory education as **education** that must **compensate** for the effects of low socio-economic condition or poverty.

Compensatory Education initiatives are designed to compensate disadvantaged/at risk learners so their **learning opportunities** and **personal achievements will be optimized**.

Some factors in the environment which create disadvantaged/at risk learners and the indicators of such are identified in Appendix A.

Compensatory Education

1) ***Recommendation:***
That Compensatory Education initiatives be undertaken for students from Junior Kindergarten through to the end of the O.A.C.

Rationale:
Research indicates that carefully planned early intervention diminishes the long lasting effects that poverty can have on students. However, not all disadvantaged/at risk learners enter our system in elementary school and not all have had their needs met by the end of elementary school. Ministry of Education grants for compensatory initiatives support the continuation of services at the secondary level.

Timeline: Budget Process 1993

Cost: Appropriation of currently designated Ministry of Education grants.

Implications:
A wider range of opportunities will be feasible for school staffs, particularly secondary, to address the needs of the learner.

Category Two grants designated for both elementary and secondary schools will need to be directed appropriately.

2) ***Recommendation:***
That an instrument, using the criteria outlined in Appendix B, be developed to survey all Hamilton Board of Education schools and that a committee representative of the system, be struck to apply the instrument.

Rationale:
Literature and research indicate that socioeconomic factors, not standardized tests, identify disadvantaged/at risk learners

Timeline: ***Development*** *- Winter-Spring 1992*
Simulation/Pilot Test *- Fall 1992*
Implementation *- 1993-94*

Cost: Committee time to create and field test instrument-release time $3000.

Implications:
The instrument to be developed will require that the statistics available from census taking and/or other data related to the socioeconomic demography of Hamilton be made available to the Hamilton Board of Education.

Application of the instrument to our school populations will determine the size and geographic locations of our disadvantaged/at risk population.

A pilot application of the instrument will be necessary.

3) ***Recommendation:***
That a sliding scale for funding designed to address the needs of the disadvantage/at risk student population be developed and that this information be shared with the Superintendents and Program Department and reviewed annually.

Rationale:
Low socioeconomic families are no longer living just in the inner-city. Pockets exist throughout the city.

Timeline: ***Fall 1992*** • Brought to O.M.C. as developed.

Cost: Appropriation of currently designated Ministry of Education grants.

Implications:
Category Two grants will be distributed according to the location and size of need. The flexibility of such funding and population identification will allow schools to address the specific needs of their learners. New initiatives as well as the continuation of current ones are feasible.
The school may no longer be identified as a compensatory education school. Identification will be according to the demographics of their learner population. With population mobility, a school may find one year that it has a high population of disadvantaged/at risk learners and some years later it may not. Long and short term identification and funding will be based on changes within the community.

4) *Recommendation:*
That principals, in conjunction with Area Superintendents, review annually school plan initiatives designed to meet the needs of disadvantaged/at risk learners in order to utilize the Category Two Ministry of Education Grants.

Rationale:
The Compensatory make-up may be unique to each geographical area within the city. Thus, resources, to meet the uniqueness may vary from community to community and from school to school.

Timeline: Budget process 1993

Cost: Appropriation of currently designated Ministry of Education grants.

Implications:
Funding initiatives for disadvantaged/at risk learners will be based on school plans. Each Area Superintendent will require a portion of the Ministry Grants designated for Compensatory Education. Their portion may be based on the size of disadvantaged/at risk population in their area.

5) *Recommendation:*
That literacy remain a priority for all disadvantaged/at risk learners.

Rationale:
Research shows that disadvantaged/at risk learners have severe literacy delays. Statistics specific to Hamilton indicate that 65,000 functionally illiterate people live in Hamilton. This figure uses the United Nations' definition of illiteracy: those individuals whose formal education is Grade 8 or less. Research indicates that children living with illiterate parents are more likely to be illiterate themselves.

Timeline: Ongoing

Cost: Part of existing programs provided by Computer Services, English and Primary-Junior Departments

Implications:
Inservice programs which focus on developing literacy skills must be a priority for people working with disadvantaged/at risk learners.
Support must be given to program departments which are charged with the responsibility of developing literacy school plans.

6) ***Recommendation:***
That the need for exemplary programs and strategies for disadvantaged/at risk learners be directly linked to life skills.

Rationale:
Research indicates that disadvantaged/at risk learner lack background experiences which serve them in their home, community and working life.

Timeline: Ongoing

Cost: none - integrated into curriculum where appropriate.

Implications:
The inservice programs will be required to assist teachers to plan and implement appropriate programs. Curriculum writing will require a link up to life skills. To foster developmental program, divisional meetings within schools will need to address the planning and implementation strategies and resources used with the learners.

7) ***Recommendation:***
That disadvantaged/at risk learners receive support for their social-emotional needs through all programs.

Rationale:
An advisor/advisee/family program facilitates a sense of belonging in a supportive group. Such settings provide opportunities for students to build success, to set realistic goals and strategies for reaching them, to learn social skills and to experience positive role models.

Timeline: 1992-93

Cost: None

Implications
Small flexible groupings of learners may be necessary to promote success and build a support system. The intended learning in these groups must be honoured by both the staff and group members. Opportunities for practising the skills must be allowed throughout the school day.

8) ***Recommendation:***
That at the secondary school provision be made for flexible program scheduling to better meet the needs of and retain the disadvantaged/at risk learners.

Rationale:
Disadvantaged/at risk learners require a more flexible schedule which allows for their out-of-school commitments.

Timeline: Spring, 1992

Cost:
Analysis and costing by the Secondary School Study Report.

Implication:
An adult learning model should be made feasible for the disadvantaged/at risk learner. Schools may need to adopt module programming, flexed hours, or independent study to assist the learner with completion of their credits. Adult and Continuing Education link ups may need to be considered and facilitated within the composite and vocational schools.

Compensatory Education

9) ***Recommendation:***

That a review of staff for schools having a compensatory education factor, according to the instrument, be conducted.

Rationale:

The nature of the compensatory education learner requires that the teacher address the social-emotional demands of his/her students as well as their academic needs. Large class sizes do not facilitate the establishment of close adult to student relationships needed by these learners.

Timeline: September, 1992

Cost:

To be determined with recommendations to the Operations Management Committee.

Implications:

The report will be referred to the collective bargaining unit.

The review should address the current staffing formula in relation to the make up and needs of the school population. A staffing complement should be developed that is congruent with the instrument designed to identify the size and geographical location of the disadvantaged/at risk leaner.

The committee should consider staffing in its broadest sense including teaching, non-teaching, clerical and all other in-school staff supports.

New formulae or criteria will need to be developed for staff allocation.

10) ***Recommendation***

That working with compensatory education population be viewed as providing positive professional growth experiences for administration and staff with recognition being given to stability within the staff.

Rationale:

Very often the school is the only stable force on which the community can draw.The family unit for the disadvantaged/at risk learner is often in a state of change. There is a need to provide security and consistency with regard to the emotional and educational foundations for the learner. The school is most often viewed as the stable force in their lives. Familiar faces are important.

Timeline: September, 1992.

Cost: N/A

Implications:

Working with disadvantaged/at risk learners should be celebrated and considered a component of a wide spectrum of service. A staff public relations campaign which focuses on the positive outcomes of the assignments should be launched.

A balance of staff transfers in and out of schools needs to be maintained annually as well as a balance of experienced staff with those new to the position.

Stability within the administration must be maintained. A minimum number of years within a school needs to be determined.

11) ***Recommendation:***
That professional growth opportunities and programs be provided in conjunction with the Program Department, to address the needs of staff working with disadvantaged/at risk learners.

Rationale:
There is a need for staff to understand and to meet the needs and challenges related to working with the disadvantaged/at risk learners.

Timeline: This will coincide with system Staff Development Plan.

Cost:

Implications:
Programs must address all levels and categories of staff working with disadvantaged/at risk learners. Program partnerships should be jointly planned and financed by the federations, area offices, Staff Development Department and community groups.
Programs need to be diverse and encompass educational issues, social-emotional issues as well as cultural issues associated with the disadvantaged/at risk learner. Staff will need to be offered renewal programs along with new strategies.

12) ***Recommendation:***
That a person from the Compensatory Education Action Team work on Phase II - the Community Stand - of the Student Support Services Action Team.

Rationale:
Community health agency and recreational services are essential components for the development of the disadvantaged/at risk learner. The services are frequently unreachable by the learner and their families. Existing information services and resources that meet the needs of the learner must be shared for greater effectiveness of delivery. A pro-active stance is needed to decentralize and/or expand the services.

Timeline: 1992

Cost: None

Implications:
The concept of the community school outlined in "Children First" will require more facility sharing than exists now. Health Services, Social Services and Recreation Services will need to decentralize their personnel.
In-school staff and community staff will be able to liaise more frequently, therefore creating a more cohesive approach for the disadvantaged at risk learner/family.
Site-sharing may be required.

13) ***Recommendation:***
That a pro-active, aggressive stance be taken to pursue Federal, Provincial and Regional monies from various ministries for initiatives designed to intervene on the factors affecting disadvantaged/at risk learners.

Rationale:
Grants are available from various Ministries other than the Ministry of Education. Taking advantage of these would allow for greater cost efficiency and program diversity.

Timeline: 1992-93

Cost: Cost recovery and/or cost efficient.

Implications:

Hamilton Board of Education will be able to access funds and make effective use of monies from various groups to provide programs and services to the disadvantaged/at risk learners.

14) ***Recommendation:***

That a joint committee of trustees and administrators investigate sponsorship for the purchase or lease of a bus(es) to be used for Compensatory Education initiatives.

Rationale:

Disadvantaged/at risk learners require frequent out-of-school experiences to broaden and enrich their knowledge and experience base.

Disadvantaged/at risk learners are poverty based or a low economic base and therefore do not have access to financial resources to support such opportunities.

Timeline: Fall, 1992

Cost: T.B.D. - Insurance, driver.

Implication:

Coordination of trips would be required for across the system. This could be performed by the central office personnel responsible for coordinating functions.

Cost of out-of-school trips to families would be reduced.

A community/business and Board of Education partnership would be enhanced.

15) ***Recommendation:***

That a pilot program, in a compensatory school, for all-day Senior Kindergarten be established in September 1993.

Rationale:

All-day Kindergarten programs have been shown to have a positive influence on children's achievement, skill development and self-confidence. All-day Kindergarten has been found to be particularly advantageous for children who lack an environment in which reading books, solving problems, playing with numbers and interacting with adults is encouraged. Studies of all-day programs also found a decrease in the failure rate in primary grades.

Cost:

(based on a school currently operating 2 X .5 S.K. classes)

- 1 additional teacher $46,000
- extra teaching materials $3,000 normal designation of support to classes.

N.B. Changes in Ministry Regulations now allow 5 year old children to be counted as all-day pupils for grant purposes when attending all-day kindergarten.

Implication:
This pilot program will require staff who demonstrate strong commitments to the Hamilton Primary Philosophy, Writing to Read and compensatory education. With half as many children for twice the time, teachers will know each child more thoroughly. A longer school day will also allow for in-depth projects (such as Writing to Read, science, drama), more emphasis on language, greater use of community resources, more parental involvement, more outdoor play and other life skills.

16) ***Recommendation:***
That the Superintendent of Program designate an appropriate person to perform coordinating functions for Compensatory Education initiatives.

Rationale:
Compensatory education requires coordination of inservice, assistance with initiative, budget planning and liaison with the Ministry of Education.

Timeline: 1992-93

Cost: Redeployment of existing staff.

Implications:
It is probable that each Area of Schools will have pockets of disadvantaged/at risk learners. A central office representative will provide the connecting link between the areas, school needs and central administration.

17) ***Recommendation:***
That an evaluation instrument congruent with Program Accountability be developed to determine the effectiveness of compensatory education initiatives.

Rationale:
Every effort must be taken to be more accountable for the use of funding and other resources provided through the Board of Education.

Timeline: 1997 (5 years)

Cost: T.B.D.

Implication:
The results of such an evaluation would establish guidelines for cost efficiency. It would be known which initiatives were more effective than others and which would give the system a reading on the initiatives that need to be revised, discontinued or undertaken.

Appendix A

Factors and Indicators

(See Page 1)

Learner

factors/indicators
- hunger
- aggression
- manipulation
- fear
- anxiety
- hostility
- lack of focus
- unhappiness
- sickness
- unwellness
- absenteeism
- poor self-esteem
- rejection
- delayed skills* in
  - explicit thinking
  - problem sovling
  - decision making
  - study habits
  - organization
  - language development
  - life skills acquisition
  - interpersonal relationships

community environment

factors/indicators
- unstable economic base
- unemployment
- violence
- immigrant
- refugee

family environment

factors/indicators:
- low income
- welfare/social assistance
- subsidized housing
- unemployment
- low education
- urban residence
- overcrowding
- parent poor health
- parent arrest
- excessive drinking
- family dysfunction *
- family crisis *
- separation from parents *
- single parent *

school environment

factors/indicators
- high vandalism
- low parent-student participation
- high absenteeism
- violence
- lack of control
- disruptions

• adapted from Ministry of Education 1990
* applies to all social-economic groups.

Appendix B

CRITERIA for assessing the need for Compensatory Education Initiatives	
COMPONENTS	ACCUMULATIVE FACTORS
LOW FAMILY INCOME	• social assistance • unemployment • subsidized housing • single parent-female lead • # of persons per dwelling • substandard housing
LEARNER/FAMILY MOBILITY	• # of schools attended • mobility within change in care-giving adults mom dad grandparents etc. • foster care • crisis centres
TRAUMATIZED	• refugee • immigrant • aboriginal ——— • parent separation • family violence • parent arrests
LOW PARENTAL EDUCATION	• less than Grade 9 • low literacy level • little parent support/involvement in child's school
POOR HEALTH	• physical illness • dental neglect • emotional instability • nutritional deficits • inadequate prenatal & postnatal care

THE CHILD

Poor Academic Performance

- absenteeism/tardiness
- non promotion
- drop out rate
- high # of DART referrals
- high # support staff referrals
- low skill levels and achievement levels

Behaviour/Emotional Indicators

- low self esteem
- high # referrals to outside agencies
- vandalism
- unfocused/disruptive behaviour
- aggression/hostility
- fear/anxiety/unhappiness
- inschool/formal suspensions

As reported

Combination of these factors in learners is exhibited through poor academic performance and behavioural-emotional problems which leads to school failure, drop out and lack of success in future life.

Initiatives undertaken to **minimize** these factors will assist the students to reach their potential as self-reliant productive citizens and life long learners.

AGENDA

DEVELOPMENT COMMITTEE

1991 12 05

Confirmation of the minutes of the regular meetings of 1991 10 15 and 1991 11 07.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 12 05

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Freedom of Information (FOI) Update

The Municipal Freedom of Information and Protection of Privacy Act has been in effect since January 1, 1991. In December 1990, the Board approved the Superintendent of Information Management Services to fill the role as interim Freedom of Information Co-ordinator. This report is to provide trustees with an update as to the workload that has been incurred by the FOI legislation.

To date, there have been over eighty enquiries related to the new legislation; however, the Hamilton Board of Education has received only four formal requests. It is estimated that FOI-related activities have involved the following time:

Activity	FOI Co-ordinator Time	Staff Time
Formal Requests	15 hours	35 hours
Enquiries	50 hours	10 hours
In-Service	20 hours	---
TOTAL	85 hours	45 hours

RECOMMENDATION:

That the Superintendent of Information Management Services continue to fill the role as the Freedom of Information Co-ordinator for the Hamilton Board of Education.

Prepared and Submitted by: Rick Kawai, Superintendent
Information Management Services

Approved by: Keith A. Rielly, Director of Education and Secretary

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES, FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

January, 1992

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 NEW YEAR'S DAY Education Centre Closed	2	3	4
5	6	7 Operations Management 18:15 French Language Section 19:00	8 Development 18:15	9 Personnel and Organization 18:15	10	11
12	13	14	15 Special Education Advisory Committee 19:00	16 Board 20:00	17	18
19	20 Special Development 18:15	21	22	23	24	25
26	27	28 Chairs 17:30	29	30	31	

Issued 1991 11 28

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

For your information, listed below are the mandates of the Ad Hoc Committees which are named on the Development Agenda.

MANDATE OF THE COMMITTEE TO STUDY RELIGIOUS EDUCATION IN THE SCHOOLS

Approved at January, 1991 Development Committee and Board:

That the Chairman of the Board appoint an ad hoc committee made up of five trustees to review the Board's position on Religious Education in the Schools in light of the Ministry of Education's directives and the release of the Watson Commission Report.

Referred by the September, 1991 Board:

That the proposed amendment to Clause 235 (1) (c), The Education Act, relative to the reference to "Judaeo-Christian morality" be referred to the Committee to Study Religious Education in the Schools.

MANDATE OF THE CHILD CARE COMMITTEE

Approved at March, 1991, Development Committee and Board:

That the following recommendations from the Report re Child Care be approved:

(a) That the Child Care Policy for the Hamilton Board of Education be reviewed every three years by an ad hoc committee.

(b) That the Child Care ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review.

(c) That the Child Care ad hoc committee report its recommendations in June, 1991 for implementation in September, 1991.

(d) That until the Child Care operating manual is approved:

(i) no additional space in Hamilton Board of Education buildings be allocated to child care beyond centres currently in place and centres in the planning stage as of February, 1991.

(ii) child care facilities constructed by the Ministry of Education, and attached to newly constructed schools, be operated by the Umbrella Family and Child Centres of Hamilton.

(e) That the Draft Child Care Operating Procedures be used as a reference document by the Child Care ad hoc committee.

(f) That the rental fees for child care centres in Hamilton Board of Education buildings be approved by the Director's Office until the level of service is established and the operating procedures are approved.

Approved at June, 1991 Development Committee and Board:

That revised recommendations to the Draft Child Care Operating Procedures be brought back, taking into account the existing Board's rental policies and traditions for non-profit community groups.

Respectfully submitted,

K. A. Rielly
Director of Education and Secretary

1991 December

To the Chair & Members
Development Committee
Hamilton Board of Education

Ladies & Gentlemen:

Recently, the Minister of Education announced two separate initiatives related to Native Education.

1. **Community-Based Demonstration Pilot Project Fund**

This fund is earmarked for community-based pilot project that has been developed through partnerships of school boards and Native Communities. The purposes of this funding are:

- to initiate or expand a working relationship between native communities and school boards;
- to encourage the partners involved in the education of Native students and to develop innovative models to address the needs of these students;
- to initiate or expand the education program for Native students.

2. **New Native Languages Policy, New Native Studies Guideline, Cree Language Computer Software**

Native Languages Policy
Beginning in September 1992, school boards will be required to offer a Native Languages program when the parents/guardians of 15 or more students request instruction of a Native language and a qualified Native language teacher is available. School boards may offer the program for fewer than fifteen students, after considering the feasibility and cost of such a program.

The policy specifies that Native language credit courses be recognized to replace French-as-a-Second Language and Anglais credit course currently among the compulsory credit course offerings leading to the Ontario Secondary School Diploma.

Native Studies Guideline
Native Studies Guideline, Intermediate Division, 1991 outlines a program of Native Studies for grades 7 and 8 which explores community organization, social change and social conflict in the Canadian context from a Native

perspective. The guideline also outlines two courses for credit which may be offered in grade 9 or 10.

In addition, it provides teachers with a foundation for integrating a Native perspective across the curriculum. Native Studies courses are available to native and non-native students alike.

Cree Software Program
The Cree syllabic text editor provides user-friendly software which not only displays the syllabic text but also speaks to the user.

In recent years, Ontario's aboriginal people have increasingly expressed concern over the loss of native identity.

In October, a meeting was held at the Hamilton Regional Indian Centre during which the following information was received:

a) The Indian community in Hamilton would be most interested in working with the Board in conducting a culture and language project in the schools.
b) Indian children are enroled in many of our schools, with the greatest concentrations in the Bennetto-Centennial-Tweedsmuir, Prince of Wales-Fairfield and W. H. Ballard-Parkdale areas.
c) There are approximately 7,000-11,000 Indians living in the Hamilton-Wentworth region.
d) Within the Iroquoin group of languages, Mohawk predominates in this area, with Cayuga a distance second.
e) The staff at the Hamilton Regional Indian Centre can name some qualified teachers if requested to so.

IT IS RECOMMENDED THAT:

1. The following components of a Native Education Project be approved:

a) A short and long range retention study of Native students in Hamilton schools.
b) The development and implementation of 5 Primary-Junior "hands-on" native studies units in kit form.
c) The development and implementation of 3 Cross-Curricular Middle School native Studies Units.
d) The development and implementation of up to 6 Secondary School Native Studies courses
e) The organization and implementation of a 3 year Middle School pilot program for Native Students only (maximum 25 students, minimum 12 students)
f) The organizational implementation of a 4-5 year Secondary School pilot program for Native Students only (maximum 25 students, minimum 12 students).

2.	**It is recommended that the components of the Native Education Project approved in item number 1 (above) be submitted to the Ministry of Education requesting a cost share arrangement of fifty percent Ministry funding and fifty percent Board funding for each of fiscal years 1992, 1993, and 1994.**
3.	**It is recommended that following a summative evaluation report in the 1994-95 school year, the board shall decide whether to continue the project and provide financial support or to terminate some parts or all of the project.**

Prepared and submitted by: R. W. Binns, Superintendent of Schools, Area 3

Approved by: K. A. Rielly, Director of Education and Secretary

A PROPOSAL

FOR

A COMMUNITY-BASED PILOT PROJECT

IN

NATIVE EDUCATION

This proposal has been developed collaboratively by the Hamilton Regional Indian Centre and the Hamilton Board of Education. The purpose of the proposal is to address the unique needs of Native Students in the Hamilton Public School System, to develop a partnership between teachers and Native parents in implementing an appropriate Native Studies Program and to expand the working relationship between the Indian Centre and the Board of Education.

November, 30, 1991

Subject to Approval by:

Hamilton Regional Indian Centre
Hamilton Board of Education

Cathy Staats
Executive Director,
Hamilton Regional Indian Centre

Rick Binns
Superintendent of Schools
Hamilton Board of Education

NATIVE EDUCATION PROJECT

IDENTIFICATION NEEDS

- Identification of Potential Native Student Dropouts
- Lack of Native Studies Curricular Resources (History, Culture, Environmental Studies, Arts)
- Lack of teacher knowledge and skills to deal with Native Students' Problems
- No specific program to address Middle and Secondary School needs of Native students in Hamilton

PROJECT OBJECTIVES

1. To conduct a short and long-range retention study of Native students in Hamilton schools. This study is designed to collect historical data of existing Native students in terms of grade promotion, schools, attended, and success rates. Student tracking will continue as long as this project continues (potentially 4 years) and some "back tracking" will be implemented to augment the historical background.

2. To develop and implement in pilot schools, 5 **Primary Junior** "hands-on" Native studies units in kit form to be administered by Hamilton Board's Kit Services.

3. To develop and implement in pilot schools, a minimum of 3 Cross-Curricular **Middle School** Native Studies Units involving teachers of History, Geography, Science, Family Studies and the Arts.

4. To develop **Secondary School** courses as full or 0.5 credits:
   Early Native History (until 1700)
   Native History (1700 - 1900)
   Modern Native History (1900 to present)
   Native Governance, Politics & Contemporary Studies
   Native Culture - (Iroquois & Algonquin)
   Native Arts
   Native Environmental Studies & Spirituality
   Native Literature
   Mohawk As a Second Language
   Native Family Studies.

5. To organize and administer a 3 year pilot **Middle School** program exclusively designed to serve Native students (max. 25 students, min. of 12 students)

6. To organize and administer a 4 year pilot **Secondary School** program exclusively designed to serve Native students (max. 25 students, min 12 students).

NATIVE EDUCATION PROJECT

PROJECT STRATEGIES

1. **Steering Committee**
   - Rick Binns (Superintendent)
   - Steve Barrs (Race Relations)
   - 1 Additional Consultant
   - Cathy Staats (Executive Director, Hamilton Regional Indian Centre)
   - 2 Native Community Reps
   - 2 Principals

2. **Student Retention Committee**
   - Owen Jackson (Research Officer)
   - 2 school principals
   - 1 Consultant
   - 1 Native Community Rep

3. **Primary-Junior Native Studies Units (Kits) Committee**
   - Primary Consultant
   - Junior Consultant
   - History/Geography Coordinator
   - 3 Teachers
   - 3 Native Community Reps
   - Kit Services Technician

4. **Cross-Curricular Middle School Native Studies Units Committee**
   - History/Geography Coordinator
   - Arts Coordinator
   - Science/F.S. Coordinator
   - 3 Teachers
   - 3 Native Community Reps

5. **Native Education Project School - Advisory Committee - M.S. & S.S.**
   - Rick Binns (or designate)
   - 2 Principals
   - 2 Teachers
   - 2 Parents
   - 1 Native Community Rep

NATIVE STUDIES PROGRAM

For Non-Natives

K - 8: 1 Native Studies Unit per grade

↓

9 - OAC:
(Max. 4 native studies credits)

- Native History Credit
- Native Culture Credit
- Native Politics & Contemp. Soc. Credit
- Native Env. Studies Credit
- Native Art Credit
- Native Literature
- Native Family Studies
- Native Language

For Natives

K - 2 Program

↓

3 - 5 Program

} Same As Non-Natives With Special Emphasis For Native Students

↓

6 - 8 Program (Pilot)

↓

9 - OAC Program (Pilot)
(Max. 8 Native Studies Credits)

SECONDARY NATIVE EDUCATION PROJECT

(e.g. Kent County Project
Bonar Law Memorial School
Rexton, New Brunswick)

- A separate program for native Indian students
- Single classroom - 1 class of students (Grade 9)
- 2 Teachers or 1 Teacher plus 2 Educational Assistants
- Pilot Program - 1993 - 1997
  - all Indian class
  - School-within-a-school
  - Objectives (same for all Ontario schools)
    - intellectual - emotional - spiritual
    - physical - social

    (preparatory for entry to workplace or post-secondary education)
  - Curriculum - compatible with Ontario curriculum - lead to graduation (adv/gen'l/basic)
  - not necesssarily same courses or precisely the same subject matter
  - Committed professionals needed to personalize the educational experience - at least 1 Native Teacher or 2 Native E.A.'s
  - same teachers to remain throughout the project
  - discrete classroom space
  - Advisory Committee - to oversee the project
  - Evaluation Component
  - Special Budget
  - Monthly Parent-Teacher meetings
  - Frequent Parent-Teacher telephone contacts
  - Project Newsletter (staff & student generated)

Reference: Native Studies Guideline, Intermediate Division (1991)

POTENTIAL BENEFITS

- Native History & Oral Traditions
  (Diverty of Nations & Tribes)
- Native Culture
- Native Language
- Native Arts
- Native Geography
  - transportation
  - settlement
  - topography
  - place names
- Native Science
  - Aboriginal Technology
  - Astrology
  - Medicine & Herbs
  - Natural Environmental Studies
- Native Politics & Contemporary Studies
- Native Literature
- Native Family Studies
  - Human Relationships
  - Child Raising
  - Roles & Responsibilities
  - Parents & Grandparents

- Activity Based Learning (e.g. Math)

- Improved Attendance

- Growth in Self-Esteem

- Reduced Drop-Out Rates

- Better Parent-Teacher Communication

- Improved rate of skill development

- Greater academic growth

- Recognition of the independence of native youth

- Native students actively involved in Curricular Decision-Making

- Parents/Grandparents/Elders actively involved in instruction

- **Many Field Trips:**
  Woodland Cultural Museum
  6 Nations Longhouses
  Turtle Museum
  Crawford Lake

Reserve Visits:
6 Nations
New Credit
Manitoulin Island
Curve Lake
Akawasasne
Onondaga N.Y.

NATIVE CULTURE

- 4 Directions
- Sweet Grass Ceremony, Sweat Lodge, Vision Quest, Drums and Dance
- Drama - Native Legends
- Cooking (Native Feasts) - Wild Rice, Fiddle Heads, Corn Soup, Bannoch Bread
- Pottery
- Mask-Making
- Tobacco Burning
- Tobacco Ties (Prayer Bundles)

NATIVE ART

- Weaving
- Masks
- Totem Poles
- Poems
- Drumming and Dance

NATIVE EDUCATION PROJECT

"BUDGET SUMARY"

1.	Steering Committee	No Extra Cost		
2.	Student Retention Project	No Extra Cost		
		1992	1993	1994
3.	Primary Junior Curriculum Units			
	Salaries	$27,000	$28,350	$29,768
	Unit Costs	4,000	4,200	4,410
4.	Middle School Curriculum Units			
	Salaries	20,000	21,000	22,050
	Unit Costs	2,000	2,100	2,205
5.	Secondary School Curriculum Writing			
	Salaries	27,000	28,350	29,768
	Course Costs	4,000	4,200	4,410
6.	Project Schools			
	Special Instructional Materials	6,500	6,825	7,166
	Middle School Teachers Salaries	40,000 (4/10)	105,000	110,250
	Secondary School Teachers Salaries	n/a	42,000 (4/10)	110,250
	Summer School Set-up			
	Middle School	6,000	n/a	n/a
	Secondary School		6,300	n/a
	TOTAL	$136,500	$248,325	$320,277

NATIVE EDUCATION PROJECT

BUDGET DETAILS (3 Year Projections)

1993 and 1994 Costs are determined by 5% estimated increases over the previous year

1.	**Steering Committee Meetings (one per month)** Plus reports to H.R.I.C. & B.O.E.			No Extra Costs
2.	**Student Retention Committee** Short Range - Data Collection & Analysis Long Range - ongoing data collection (6 meetings & Steering Committee Report)			No Extra Costs
3.	**Primary-Junior Units**			No Extra Costs
	(a) 6 "scope" meetings (Dec-May '92)			
	(b) Summer Employment (Salaries)			
	8 Curriculum Writers @ $3,000.	$24,000	25,200	26,460
	1 Curriculum Leader @ $2,000.	3,000	3,150	3,308
	(c) Word Processing, Duplicating & Kit Materials Costs (Printed Materials, manipulatives, consumables) - up to $500. per individual kit - kit duplication (pilot - 4 copies per kit)	4,000	4,200	4,410
4.	**Middle School Units**			
	(a) 6 "Scope" meetings			No Extra Costs
	(b) Summer Employment			
	6 Curriculum Writers @ 3,000	18,000	18,900	19,845
	1 Curriculum Leader @ 2,000	2,000	2,100	2,205
	(c) Word Processing, Duplication, Material Costs (Printed materials, mainpulatives, consumables) - up to $500 per unit - unit duplication (4 pilot copies)	2,000	2,100	2,205
5.	**Secondary School Curriculum Writing (2 courses per summer)**			
	(a) "Scope" Meetings			No Extra Costs
	(b) Summer Employment			
	8 Curriculum Writers @ 3,000.	24,000	25,200	26,460
	1 Curriculum Leader @ 3,000.	3,000	3,150	3,308
	(c) Word Processing, Duplication, Materials	4,000	4,200	4,410

6.	Project Schools			
	(a) Organizational Meetings			No Extra Costs
	(b) Classroom Space			No Extra Costs
	(c) Instructional Materials	6,500	6,825	7,166
	i) Middle School 2 Teachers @ $50,000 per annum each = $100,000 For Sept-Dec '92 only (4/10) $40,000.	40,000	105,000	110,250
	or			
	1 Teacher @ $50,000 per annum and 2 Educational Assistants @ $25,000 per annum each For Sept. - Dec. '92 only (4/10) $40,000			
	ii) Secondary School 2 Teachers @ $50,000 per annum each = $100,000	0	42,000	110,250
	or			
	1 Teacher @ $50,000 per annum and 2 Educational Assistants @ $25,000 per annum each For Sept. - Dec. '92 only (4/10) $40,000			
	(e) Summer Set Up Period (5 weeks)			
	i) Middle School 2 Teachers @ $3,000 each	6,000	0	0
	ii) Secondary School 2 Teachers @ $3,000 each	0	6,300	0
	TOTAL	**$136,500.**	**$248,325**	**$320,277**

ELEMENTARY NATIVE EDUCATION PROJECT

(e.g. Fort Frances - Rainy River B of E)

9 Core Native Studies Units (K - 8)

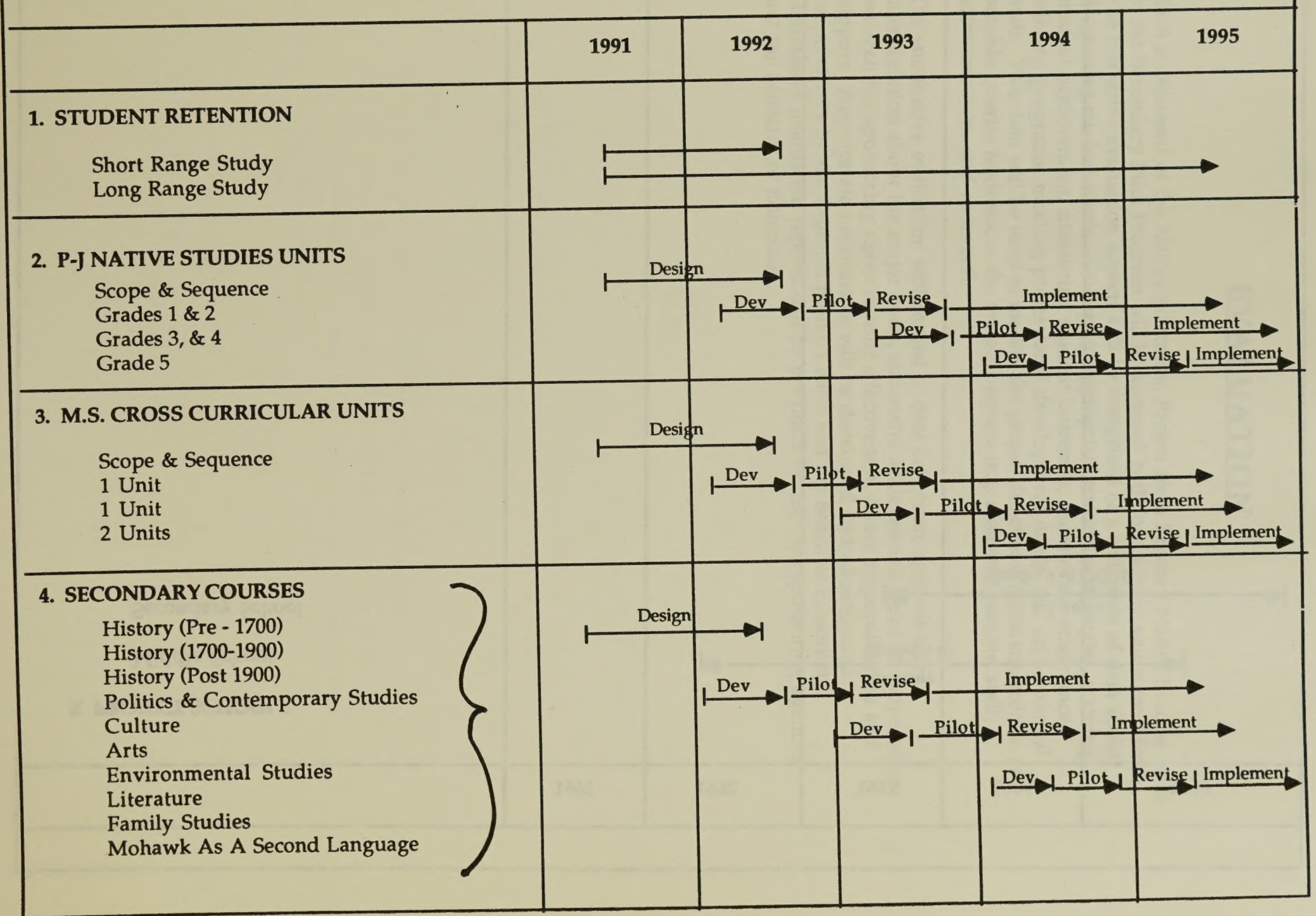
- 1 Native Studies unit per grade
- "hands-on" kits
- 6 Elementary Teachers & 3 Native resource people
- in addition to kits, Native content short stories should be provided for each grade 1 - 6 as well as Native Novels for grades 5 - 8

MIDDLE SCHOOL NATIVE EDUCATION PROJECT

- A separate program for Native Indian students
- Single classroom - 1 class of students (Grade 6)
- 2 Teachers or 1 Teacher plus 2 Educational Assistants
- Pilot Program - 1992-1995
  - all Indian School
  - School-within-a-school
  - Teachers and students stay together for Grades 6, 7, 8
  - similar to Secondary Native Education Project

Reference: *Native Studies Guideline, Intermediate Division (1991)*

NATIVE EDUCATION TIMELINES



	1991	1992	1993	1994	1995
5. PROJECT SCHOOLS					
Middle School		3 Years Grades 6-8			
Secondary School			4-5 Years Grades 9 - 12/OAC		

EVALUATION

Each component of the Native Education Project from Primary Native Studies units to the Secondary Pilot Program will be assessed both formatively and summatively. The formative evaluation aspects will be comprised of a collection of data about diagnosing student needs, developing appropriate curricular strategies, tracking student achievement, measuring student outcomes, monitoring attendance, refining programs, meeting professional development needs, etc. on an annual basis. This data will be used to modify the project directions, make corrections, and provide interim feedback to the project partners (e.g. students, parents, staff, administrators, and sponsors).

The summative evaluation will consist of data collection, analysis and interpretation about the major goals, successful achievement, areas of cooperation between the sponsoring agencies, cost effectiveness, future responsibilities and support. Appropriate instruments will be developed and administered cooperatively by the Regional Indian Centre and the Board of Education. Summative evaluation reports will be provided for the two sponsoring agencies and the Ministry of Education.

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1

December 5, 1991

To the Chairman and Members
DEVELOPMENT COMMITTEE
Hamilton Board of Eduction

Ladies and Gentlemen:

RE: Psychology Department Writing Team-Psychological Profiles and Student Placement

Background

During July and August of 1991 a writing team including Joe Trovato, Cynthia Wilkinson, Doreen Vella and Marie Bountrogianni from the Psychology Department and Connie Kidd from the Research Department completed an analysis entitled: A report on the intellectual, academic, and behavioural characteristics of students referred to the Psychological Services Department: Implications for Special Education Identification and Placement.

Purpose

The purpose of this endeavour was to:

1. obtain descriptive data regarding the intellectual, academic and behavioural characteristics of a sample of students referred to the Psychological Services and Special Education Departments of the Hamilton Board of Education; and

2. analyze the relationships within and between these characteristics, and various identification and placement options available for special education support.

Enclosed you will find an Executive Summary (blue), a Summary Report (yellow) and Appendices of Tables (buff).

Recommendation

It is recommended that this report be received for information.

Prepared by: Dr. Marie Bountrogianni
Chief Psychologist

Submitted by: Darrel Skidmore
Superintendent of Program

Approved by: Keith A. Rielly
Director of Education and Secretary

EXECUTIVE SUMMARY

The purpose of this current endeavor was to:

1. obtain descriptive data regarding the intellectual, academic and behavioural characteristics of a sample of students referred to the Psychological Services and Special Education Departments of the Hamilton Board of Education; and

2. analyze the relationships within and between these characteristics, and various identification and placement options available for special education support.

It is proposed that the report be approved including the following recommendations:

RECOMMENDATION #1
An examination of the referral reasons for psychological re-assessments is necessary.

RECOMMENDATION #2
The Psychology and Primary/Junior Departments should examine referrals of Primary aged students for programming purposes.

RECOMMENDATION #3
Students entering grade 1 and grade 9 need to be supported in making these potentially difficult transitions.

RECOMMENDATION #4
The ratio of psychological consultants and area student populations needs to be examined to ensure appropriate staff allocation.

RECOMMENDATION #5
The period between psychological assessments and IPRC's needs to be investigated as to why there is such a long waiting time.

RECOMMENDATION #6
The progress of exceptional students as a group needs to be examined carefully.

RECOMMENDATION #7
The IPRC PROCEDURES must continue to be consistent across the system to ensure equitable identifications for all Areas and to ensure equity of opportunity for all students.

RECOMMENDATION #8
A needs survey should be done every spring to determine the number of classes per exceptionality that are needed for the following school year.

RECOMMENDATION #9
Children deemed SLD, GLD and Speech and Language need significant behavioural support in addition to significant academic support.

RECOMMENDATION #10
Psychological assessments should continue to be carried out when an initial diagnosis of exceptionality is necessary.

RECOMMENDATION #11
The non-exceptional sample should be followed in a longitudinal study to determine the differences between it and the exceptional sample academically.

RECOMMENDATION #12
The exceptional French Immersion (FI) sample should be evaluated longitudinally with respect to comparing the progress for FI students in segregated classes and FI students in the mainstream classes.

RECOMMENDATION #13
When assessing English as Second Language Students, present assessment procedures should be supplemented with assessments in the student's first language.

RECOMMENDATION #14
A longitudinal tracking of the Behavioural students needs to be implemented in a systematic manner.

RECOMMENDATION #15
Analysis of psychological profiles and student placements should take place annually.

A summary of

A report on the intellectual, academic, and behavioural characteristics of students referred to the Psychological Services Department: Implications for Special Education Identification and Placement.

Marie Bountrogianni, Joe Trovato, Cynthia Wilkinson,

Doreen Vella, Connie Kidd

Psychology Department

Summer 1991

The purpose of this current endeavor was to:

1. obtain descriptive data regarding the intellectual, academic and behavioural characteristics of a sample of students referred to the Psychological Services and Special Education Departments of the Hamilton Board of Education; and

2. analyze the relationships within and between these characteristics, and various identification and placement options available for special education support.

The above objectives when met, would be extremely useful in clarifying the type of student most in need of special education support or most at risk for school-related difficulties.

DATA SOURCE

The data source for the current investigation was the incorporation of the Psychological Services Database and the Special Education Department Student Information System.

The Psychological Services Database

•included data on 1906 assessments for the school years 1988/89, 1989/90, and 1990/91.
•the sample chosen for this study included 1594 students between the ages of 6 and 16 years; these children were non-exceptional at the time of their referral for assessment.
•There were then, 312 cases of students re-assessed that were not analyzed in this study for methodological design reasons.

RECOMMENDATION #1

An examination of the referral reasons for psychological re-assessments is necessary.

IMPLICATIONS/QUESTIONS

Is there a question on the validity of the initial assessment?
Are the students being re-referred for programming purposes?

TESTS USED

From the database in Psychological Services, profiles based on the following tests were used: Wechsler Intelligence Scale of Children (WISC-R) were used. Academic profiles were based upon the administration of the Wide Range Achievement Test-Revised (WRAT-R), the Test of Reading Comprehension (TORC), and the Test of Written Language (TOWL). The test of Language Development (TOLD), the Peabody Picture Vocabulary Test-Revised (PPVT-R) and the Visual-Motor Integration Test (VMI) were also included. Behavioural profiles were based upon the administration of the Teacher's Report Form of the Child Behavior Checklist.

Special Education Database

The Special Education Department Student Information System provided data regarding exceptionality and placement decisions arising from Identification, Placement and Review Committee meetings.

•Table 1 (Appendix) shows the distribution of the sample by age and sex.

•The single largest number of children came from age 7, with the majority of children referred being male (65%).
•The average age of the sample was 9.6 years.
•as shown in Table 2, approximately half the children referred were from the Primary Division (ie, SK to Grade 3).

RECOMMENDATION #2

The Psychology and Primary/Junior Departments should examine referrals of Primary aged students for programming purposes.

IMPLICATIONS/QUESTIONS

Is there a common difficulty area that can be programmed for by psychological consultants, speech and language pathologists and primary/junior consultants?

Reasons for Referral

•The 1594 children were primarily referred for assessment of learning difficulties (76%), although some were referred for behavioural reasons (2%), and some for a combination of both learning and behavioural reasons (20%).
•From the age of 8 to 13 years, the reason for referral seemed to be for learning problems only.
•between the ages of 6 and 7 and between 14 and 16, the main reason for referral was a combination of learning and behavioural problems.
•This trend may have been reflecting the periods when children typically experience the most coping difficulties, eg., beginning to learn to read and early adolescence.

RECOMMENDATION #3

Students entering grade 1 and grade 9 need to be supported in making these potentially difficult transitions.

IMPLICATION

Area Resource Teams need to be proactive when supporting teachers in programming for these grades.

Waiting Lists for Assessment

•There was a 40% drop in assessments completed by the Psychological Services Department between the 1987/88 and 1988/89 school years. The transition to decentralization may account for this.
•The number of assessments had increased by 33% from 1988 to 1991.
•The average interval between referral and assessment was 3.82 months with a range of 0 to 19 months.
•When the waiting period for assessment was examined for each of the five areas, a significant difference was noted across the five Areas (See Table 3).

RECOMMENDATION #4

The ratio of psychological consultants and area student populations needs to be examined to ensure appropriate staff allocation.

IMPLICATIONS/QUESTIONS

Are psychological consultants deployed in an effective manner across the system eg. based on student populations, number of compensatory schools, etc.?

Identification and Placement:

Over the three year study period, children waited on average, approximately 6.6 months between the time they were assessed and the time they were presented to an IPRC (Range 0 to 36 months). No significant differences in this time interval were found between Areas.

RECOMMENDATION #5

The period between psychological assessments and IPRC's needs to be investigated as to why there is such a long waiting time.

•When the 1594 children assessed were analyzed for incidence of exceptionality 41% were found to be deemed exceptional.
•Of these identified children, 37% received special education programming/home school (SEPHS).
•63% were placed in self-contained (SC) special education programs.
•Once identified, less than 1% of these children changed exceptionality within the three year period.
•Once placed, only 9% were transferred out of their original placement over the same period (See Table 4).

•Even though the number of children assessed and deemed exceptional had shown a substantial increase (almost double) from 1988 to 1991, placement decisions changed little.

RECOMMENDATION #6

The progress of exceptional students as a group needs to be examined carefully.

IMPLICATIONS/QUESTIONS

The system is effective in identifying exceptionalities, correctly and consistently. Are the placements/programs effective? Are students progressing? Why is there little movement in placement?

EXCEPTIONAL CHILDREN

•Over the three years, 652 children were identified as exceptional. The distribution of these children's areas of need were as follows:

Communicational
- Specific Learning Disability ...SLD...409 (63%)
- Speech and Language .....CS.....52 (8%)

Intellectual
- General Learning Disability .....GLD...113 (17%)

Behavioural .....BE.....54 (8%)
Physical .....P.....3 (.5%)
Multiple .....MU.....21 (3.5%)

•Table 5 shows the exceptionality designations across the three years of study.
•While the number of children deemed exceptional has increased dramatically over the three year period of the current investigation, the proportion of each exceptionality has remained generally constant for the SLD, Speech and Language and BE designations.
•The Multiple designation however has shown a steady increase.
•The GLD designation has shown no relative growth at all, indeed, it is the only category of exceptionality that has demonstrated a decrease of 11% from the first to the third year of study.

•An analysis comparing the intellectual, academic, and behavioural characteristics of the various categories of exceptional children over the three years of the study demonstrated no significant change from year to year. This result would suggest that the intellectual, academic and behavioural characteristics applied in the identification of exceptional children for the 1988/1989 school year were the same identification criteria employed in the 1989/90 and 1990/91 school years.
•Table 6 shows the exceptionality designations across Areas.
•Although the analyses indicated that exceptional children differed significantly across Areas in terms of intellectual, academic, and behavioural functioning, such differences need to be interpreted with some caution in light of the fact that children in each of the five Areas were not matched for comparison in terms of their age and grade placements.
•These factors have the potential to impact on such factors as the referral, assessment, and identification processes.
•Exceptionalities were determined on the basis of distinct cognitive characteristics.

RECOMMENDATION #7

The IPRC PROCEDURES must continue to be consistent across the system to ensure equitable identifications for all Areas and to ensure equity of opportunity for all students.

IMPLICATION

If IPRC chairs are to change routinely they may need to be inserviced by consultants/coordinators in the Special Education, Psychology, Speech and Language and other relevant Program Departments with respect to criteria for diagnosing exceptionalities.

Analysis of Exceptional Placements

•The assessment profiles of exceptional children placed in self contained as compared to mainstream settings differed significantly on all measures of intellectual, academic, and behavioural characteristics.
•Exceptional children in mainstream settings typically exhibited stronger patterns of functioning whether intellectual, academic or behavioural.
•Tables 7 and 8 in the Appendix show exceptionality by placement designation across Areas and Distribution of Self-contained placements by Area respectively.
•In comparing tables 7 and 8, the actual percentage that each individual exceptionality contributes to the number of available spaces, we see that the distribution is not indicative of the need. For example there are 11% more GLD classes than are possibly needed and 7% less SLD classes than are needed.

RECOMMENDATION #8

A needs survey should be done every spring to determine the number of classes per exceptionality that are needed for the following school year.

THE BEHAVIOURAL ASPECTS OF THE DATABASE SAMPLE

- 414 Achenbach profiles, 277 male and 137 female, had been entered in the Psychological Services Database.
- These were profiles of children who were non-exceptional at the time they were referred to Psychological Services for assessment.
- Table 9 shows the distribution of "Disturbed" and "Non-Disturbed" profiles by designation and gender.
- The overall proportion between the incidence of "Disturbed" and "Non-disturbed" shows that 54% of the completed Teacher's Report Forms were seen to be "disturbed" or significant for serious behavioural concerns.
- The distribution did not vary by Area or by gender but did significantly vary by age (Table 10).
- The GLD sample showed the most skewed pattern (65%) in the direction of the BE sample with the exception of course of the BE sample which was 89% disturbed.
- SLD, GLD and Speech and Language designated students scored significantly on behavioural measures.

RECOMMENDATION #9

Children deemed SLD, GLD and Speech and Language need significant behavioural support in addition to significant academic support.

IMPLICATION

Strong resource support at the classroom level is critical. Staff Development for teachers should also be a strong priority.

The Exceptional Sample

•Analyses of student test profiles indicated differentiated profiles according to exceptionality.
•That is the profiles of each individual group studied, highlighted for the most part the hallmark intellectual, academic, or behavioural characteristics of each group as they are interpreted by the Ministry of Education.
•The SLD sample for example, demonstrated the intellectual and academic deficits which are associated in the literature with learning disability as opposed to the significant and very specific speech and language related deficits seen for the Speech and Language sample.
•The GLD sample (or EMR group as defined by the Ministry) showed the characteristic uniform depression of both intellectual and academic characteristics, and the Behavioural sample, the expected profile of significantly deviant behavioural scores.
•The non-exceptional group did not demonstrate any of the distinct intellectual, academic, or behavioural characteristics associated with any of the groups that had been deemed exceptional.
•Psychological assessments have therefore been carried out using reliable and valid procedures.

RECOMMENDATION #10

Psychological assessments should continue to be carried out when an initial diagnosis of exceptionality is necessary.

IMPLICATIONS

Identification of children for special education support needs to recognize for both ethical and educational reasons, the unique characteristics of the child and that these unique characteristics are consistent in their association with a particular exceptionality.

THE NON-EXCEPTIONAL SAMPLE

There was a significant number of children (942) who were either presented to an IPRC and not deemed exceptional, or who have up to the time of this investigation, not been presented to an IPRC. This group (NE) showed an intellectual profile with the following characteristics:

a) Full Scale IQ in the lower half of the Average range (90-100)
b) A nonsignificant difference between Verbal and Performance IQ's.
c) A fairly stable subtest score pattern with no clearly discernible strengths nor weaknesses.

The academic profile of the NE sample did not show a significant discrepancy between assessed IQ and assessed achievement levels.
•All the academic indicators of reading, spelling, arithmetic showed achievement levels in the Low Average range (80-90).
•Behaviorally, this sample did not show patterns of disturbance.
•Given the above characteristics, this NE sample for the most part would likely continue to remain non-exceptional, since it demonstrated none of the distinct intellectual, academic, or behavioural profiles associated with any of the groups that had been deemed exceptional.

RECOMMENDATION #11

The non-exceptional sample should be followed in a longitudinal study to determine the differences between it and the exceptional sample academically.

IMPLICATIONS/QUESTIONS

Were these students appropriately referred? Were they appropriately serviced given they were not deemed exceptional?

FRENCH IMMERSION SAMPLE

•There were similarities between this sample and the SLD sample (the distinct subtest pattern and the distinct discrepancy between intellectual and academic abilities).
•After assessment 25% of the French Immersion referrals had been deemed exceptional to date.
•Of those deemed exceptional, it was not surprising that the vast majority (87%) were identified in the SLD category and equally not surprising given their intellectual characteristics overall, that most of the French Immersion sample (80%) has remained in the mainstream for their special education support.
•The English WRAT-R was more valid than the French FIAT in assessing academic achievement.

RECOMMENDATION #12

The exceptional French Immersion (FI) sample should be evaluated longitudinally with respect to comparing the progress for FI students with FI students in segregated classes and FI students in the mainstream classes.

THE ESL SAMPLE

•Included in the Psychological Services database was information regarding 132 students who were designated as ESL.
•These children were typically referred to Psychological Services for assessment of learning difficulties (88%) the average age of the sample was 11 years, a little older than the other samples of children.
•A complete battery of assessment results was available for only 61 of these children.
•The academic achievement scores of the ESL sample were lower than what would have been expected based upon their overall intellectual ability.
•This discrepancy was most likely associated with the deficient English language skills.
•Behaviorally, the ESL sample showed profiles on the Achenbach Child Behavior Checklist that were in the normal range, indicating no concern in this area.
•After assessment only 23% of the ESL students were deemed exceptional and the majority of these ESL students (85%) were deemed exceptional on the basis of communication abilities.
•The majority of this ESL sample once identified, stayed in the mainstream with special education support in their home schools (63%).
•There were many similarities between the intellectual and academic profiles of the ESL and Speech and Language Samples.
•The only significant difference was that the ESL sample demonstrated a higher ability to pay attention to and process auditory information than the Speech and Language sample, ie, the depressed verbal scores are consistent with second language learning without the language processing problems evident in the Speech and Language sample.

RECOMMENDATION #13

When assessing English as Second Language students, present assessment procedures should be supplemented with assessments in the student's first language.

IMPLICATION

Cultural Interpreters need to be utilized on a systematic basis by Consultants and teachers.

PREDICTION OF PERFORMANCE IN SECONDARY SCHOOL

•From the Psychological Services Database, test records of 426 students were examined and their test results were compared with secondary school records.

•The students were 11 to 20 years of age at the time of assessment and are currently attending secondary school or have graduated recently.
•70% were males and 30% were females.
•The intellectual and academic profiles of exceptional groups were compared.
•Non-exceptional (NE), SLD and behavior (BE) groups were seen to be of comparable overall intellectual ability while the GLD group was assessed to be of lower overall ability.
•The non-exceptional group (55% of sample) demonstrated higher verbal ability and better attention/concentration than the SLD and BE groups.
•The non-exceptional group scored higher than the exceptional groups in most academic skill areas.
•The intellectual profiles and academic skills of SLD and BE groups were similar.
•The academic skills of the GLD group was less advanced than the other groups.
•The average number of credits completed by students within each exceptional group was not statistically different, with the exception that the SLD group completed significantly more credits than the BE group.
•The NE and SLD groups completed more General credits and fewer Basic credits than the BE and GLD groups.
•A majority of NE (85%) and SLD (84%) students attend composite secondary schools while a majority of BE (60%) and GLD (76%) students attend vocational schools.

RECOMMENDATION #14

A longitudinal tracking of the Behavioural students needs to be implemented in a systematic manner.

IMPLICATIONS/QUESTIONS

There is a proportionately large number of Behavioural students attending vocational schools, taking Basic level courses and completing the lowest average number of credits. The academic achievement of BE students at the elementary level needs to be enhanced if they are to be successful at the secondary school level.

In conclusion, on a System-wide basis, the conceptual model of differentiated profiles stimulating differentiated identification and placement has worked in practical terms.

Further, the empirical evidence identifying these substantive differences between groups of children that was extracted from our database is generally supported in the literature. On a system-wide basis this augers well. There is a need however for longitudinal follow-up of student progress to ensure program effectiveness after identification and placement.

RECOMMENDATION #15

Analysis of psychological profiles and student placements should take place annually.

IMPLICATIONS:

This data is extremely useful in clarifying the type of student most in need of special education support. It also has strong implications for program accountability.

APPENDICES OF TABLES

TABLE 1: Distribution of Referred Children by Age and Sex

	Ages (in years)											
	6	7	8	9	10	11	12	13	14	15	16	Total
Sex M	65	190	161	148	108	86	106	69	47	40	22	1,042
Sex F	35	96	100	79	74	53	42	24	28	11	10	552
Total Sample *Studied*	100	286	261	227	182	139	148	93	75	51	32	1,594

NB: It should be noted that there were significant differences among the five Board Areas for age but not for sex.

Table 2: Distribution of Referrals by Grade, Area, and Division

		Area					
		1	2	3	4	5	Total
Grade							
Primary Division	SK	7	5	5	6	2	25
(50%)	1	49	60	53	27	48	237
	2	62	70	46	46	63	287
	3	59	48	37	35	55	234
Junior Division	4	59	48	37	23	38	205
(23%)	5	65	25	20	18	33	161
Middle School	6	23	18	43	33	31	148
(19%)	7	19	16	22	14	26	97
	8	16	5	14	10	11	56
Secondary	9	7	4	6	17	12	46
(8%)	10	8	5	6	12	12	43
	11	2	2	1	2	1	8
Total Sample Studied		376	306	291	242	332	1,547

NB: It should be noted that there were significant differences among the five Areas for grade placement

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Table 3: Comparisons of Waiting Time and Assessments Completed by Area

Area	NUMBER OF ASSESSMENTS (From the Sample)	AVERAGE WAIT (Months)	RANGE (Months)
1	376	3.46	0-19
2	306	3.97	0-12
3	291	4.27	0-12
4	242	4.55	0-15
5	332	3.31	0-12

Table 4: Total Number of Assessments and Identification of Exceptional Students by Academic Year

SCHOOL YEAR	TOTAL ASSESSED	ASSESSED & EXCEPTIONAL	SELF CONTAINED	REGULAR CLASS	NOT EXCEPTION
1988/89	484	159	100	59	325
1989/90	529	211	137	74	318
1990/91	581	282	178	104	299
PRORATED	(646)	(313)	(198)	(116)	(332)
TOTAL SAMPLE STUDIED	1,594	652 (683)	415 (435)	237 (249)	942 (974)

NB: It should be noted that the above figures do not include June, 1991 data. Thus, for the purposes of calculation the figures have been prorated to reflect a full school year. The prorated figures appear in parentheses for the 1990-1991 school year.

Table 5: Exceptionality designations across the three years of study.

	1988-1989	1989-1990	19910-1991	Sum
SLD	96	129	184	409
Speech & Language	10	20	22	52
GLD	38	37	38	113
BE	13	17	24	54
Physical	1	0	2	3
Multiple	1	8	12	21
TOTAL	159	211	282	652

Table 6: Exceptionality Designations Across Areas Designation

	AREA					
	1	2	3	4	5	Sum
SLD	99	68	66	65	111	409
Speech & Language	8	13	13	10	8	52
GLD	31	38	25	8	11	113
BE	17	10	19	5	3	54
Total Sample Studied	155	129	123	88	133	628

NB: The Multiple and Physical designations were excluded in the above table due to their low frequencies.

Table 7: Exceptionality by Placement Designation Across Areas

Designation	Placement	AREA 1	2	3	4	5	Sum
SLD	SEPHS	53	27	21	26	62	189
	SC	46	41	45	39	49	220
Speech & Language	SEPHS	1	0	2	2	1	6
	SC	7	13	11	8	7	46
GLD	SEPHS	13	4	3	1	4	25
	SC	24	27	22	7	8	88
BE	SEPHS	1	1	3	1	0	6
	SC	16	9	16	4	3	48
Total Sample Studied		155	129	123	88	133	628

NB: The Multiple and Physical designations were excluded from the above table due to their low frequencies.

Table 8: Distribution of SC Placements by Area

AREA	Classes: SLD	Speech & Language	GLD	BE	Total
1	6	1	8	3	18
2	9	2	7	1	19
3	9	2	7	2	20
4	11	1	3	2	17
5	8	2	4	1	15
Total Placements	43	8	29	9	89

Table 9: Distribution of "Disturbed" and "Non-Disturbed" Profiles by Designation and Gender

	Designation Sample					
	SLD	Speech & Lang	GLD	BE	Not Exceptional	Total
Males						
Disturbed	39	4	3	13	88	147
Non-Disturbed	36	5	4	2	83	130
Total Males	75	9	7	15	171	277
Fremales						
Disturbed	15	4	12	3	42	76
Non-Disturbed	9	1	4	0	47	61
Total Females	24	5	16	3	89	137
Total Disturbed	54	8	15	16	130	223
Total Non-Disturbed	45	6	8	2	130	191
Total Sample	99	14	23	18	260	414

Table 10: The Distribution of "Disturbed" and "Non-Disturbed" By Age (% "Disturbed" in Parentheses)

Age	"Disturbed"	"Non-Disturbed"	Total
6	25 (86%)	7	29
7	43 (52%)	37	83
8	48 (62%)	29	77
9	35 (53%)	31	66
10	32 (59%)	22	54
11	11 (30%)	26	37
12	13 (35%)	24	37
13	15 (60%)	10	25
14	1 *	4	5
15	0 *	1	1
16	0 *	0	0
Total Sample	223	191	414

AGENDA

DEVELOPMENT COMMITTEE

1992 01 09

Confirmation of the minutes of the regular meeting of 1991 12 05.

GENERAL

NEW BUSINESS:

1. Policy Against Assault in the School Environment — **Pages 1 to 33**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Response to the Early Years Consultation Document — **Pages 34 to 56**

The Board of Education
for the City of Hamilton
100 Main Street West
Hamilton, Ontario
L8N 3L1

January 8, 1992

To: Chairman & Members
Development Committee
The Board of Education for the City of Hamilton

Ladies & Gentlemen:

Re: ***Policy Against Assault in the School Environment***

Background:

In a Memorandum from the Ministry of Education, Boards of Education were requested to prepare policy and procedure papers on the topic of Assault.

The Board of Education for the City of Hamilton is committed to excellence in education. Such excellence demands an environment which protects and promotes the dignity of self-esteem of each person and the mutual respect of one person for another.

Within this environment, any form of assault undermines the integrity of relationships, threatens personal well-being and performance, and is unacceptable. This policy addresses all potential types of assault - assault on student(s) by student(s), assault on employee(s) by student(s), and the abuse/assault on student(s) by employee(s). It also includes a section on intrusion and trespassing which often are the preliminary actions towards an assault situation. It makes it clear that the School Board must be prepared to safeguard the health and safety of both of its students and employees.

This Assault Policy focuses on providing systematic procedures for reacting to disruptive behaviour. Fair, firm and consistent application of the policy is expected.

Chairman & Members
Development Committee

Process:

A variety of papers, policies and procedures was collected from such sources as other comparable urban Boards of Education, Police Departments, professional publications, the National School Safety Centre in Calfornia, etc. A design team was formed which consisted of representatives from every employee group within the Board. Outside consultation and scrutiny was provided by personnel from the Hamilton Wentworth Children's Aid Society, the Catholic Children's Aid Society, the Hamilton Wentworth Regional Police, and the law firm of Evans, Philp. Internal collaboration came from all Superintendents as well as appropriate department members.

Our tentative implementation plan is to be part of a "safe schools" theme presentation which would include material from such related areas as:

- ❒ Safe Schools Procedures (Lee Aurini)
- ❒ Domestic Violence/Impact on the Classroom (Linda Woolfrey-Cooper)
- ❒ The Child Protection Protocol (Bryan Schofield)
- ❒ Policy Against Assault in the School Environment

Recommendation

1. That the attached document be approved as the "Policy Against Assault in the School Environment" for the Board of Education for the City of Hamilton.

Prepared by:

Members of the Policy Against Assault in the School Environment Planning Committee

Paul Babcock, Elementary Principals' Association
Sharon Bachuk, OPEIU (Educational Assistants)
Lorette Brisson, OPEIU (Clerical)
Joan Browning, HTF-FWTAO & OPSTF
Steve Coombs, Secondary Principals' Association
Gerry Price, OSSTF & PSSP
Bryan Schofield, Chair, Program Department
Linda Sproule-Jones, (Human Resources Department)
Marg Suttie, CUPE (221 East 23rd Street, Hamilton, L8V 2X2)

Submitted by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education & Secretary

/da

The Board of Education for the City of Hamilton

POLICY AGAINST ASSAULT IN THE SCHOOL ENVIRONMENT

In a Memorandum from the Ministry of Education in the Fall of 1989, Boards of Education were requested to prepare policy and procedure papers on the topic of Assault.

The Board of Education for the City of Hamilton is committed to excellence in education. Such excellence demands an environment which protects and promotes the dignity and self-esteem of each person and the mutual respect of one person for another.

Within this environment, any form of assault undermines the integrity of relationships, threatens personal well-being and performance, and is unacceptable. This policy addresses all potential types of assault -- assault on student(s) by student(s), assault on employee(s) by student(s), and the abuse/assault on student(s) by employee(s). It also includes a section on intrusion and trespassing which often are the preliminary actions towards an assault situation. It makes it clear that the School Board must be prepared to safeguard the health and safety of both its students and employees.

Usually, age is the critical factor which determines the difference between abuse and assault. Definitions of the same are contained in the Child and Family Services Act (1984) and the Criminal Code of Canada (Section 265) and can be found on pages 1, 2 and 3 of the Board's policy.

This Assault Policy focuses on providing systematic procedures for reacting to disruptive behaviour. Fair, firm and consistent application of the policy is expected. Individual cases will be carefully assessed so that the school's response is appropriate. Every reported incident should be thoroughly investigated. Every procedure should aim to protect and balance the rights of all persons involved and maintain confidentiality.

The Board has also established policies and procedures on Harassment and Race Relations which should be referred to in appropriate circumstances.

POLICY AGAINST ASSAULT IN THE SCHOOL ENVIRONMENT

PREPARED BY --

Members of the Assault in the School Environment Planning Committee:

- *Paul Babcock*, representing the Elementary Principals' Association -- Adelaide Hoodless
- *Sharon Bachuk*, representing OPEIU (Educational Assistants) -- Sir Isaac Brock
- *Lorette Brisson*, representing OPEIU (Clerical) -- Glendale
- *Joan Browning*, representing HTF-FWTAO & OPSTF -- Tweedsmuir
- *Steve Coombs*, representing Secondary Principals' Association -- Hill Park
- *Gerry Price*, representing OSSTF & PSSP (OSSTF office, 1188 Barton Street East, Hamilton, L8H 2V7)
- *Bryan Schofield*, Chair
- *Linda Sproule-Jones*, representing Affirmative Action
- *Marg Suttie*, representing CUPE (221 East 23rd Street, Hamilton, L8V 2X2)

CONSULTATION PROVIDED BY --

- *Nora Dugan*, formerly with Hamilton Wentworth Children's Aid Society
- *Ian Gordon*, Lawyer (Evans, Philp)
- *Doug Kelterborn*, Property Manager
- *Dominic Verticchio*, Director of Services, Hamilton Wentworth Children's Aid Society
- *Staff Sergeant Ted Yarmel*, Hamilton Wentworth Regional Police

FORMAT --

- *Oksana Sushko*, Administrative Staff

ASSAULT IN THE SCHOOL ENVIRONMENT

Excerpts from the Child and Family Services Act, 1984

(A) ***Legislation -- Duty To Report***

Section 68 (2):

"A person who believes on reasonable grounds that a child is or may be in need of protection shall forthwith report the belief and the information upon which it is based to a society."

Section 68 (3):

"**Despite the provisions of any other Act**, a person referred to in subsection (4) who, in the course of his or her professional or official duties, has reasonable grounds to suspect that a child is or may be **suffering or may have suffered abuse** shall forthwith report the suspicion and the information on which it is based to a society."
(NOTE: 1) "forthwith" means the same day and as soon as possible. 2) "may have suffered" indicates there is no time limit when identifying when the abuse actually occurred.)

Section 68 (4):

"Subsection (3) applies to **every person** who performs professional or official duties with respect to a child, including,

a) a health care professional, including a physician, nurse, dentist, pharmacist and psychologist;
b) a teacher, school principal, social worker, family counsellor, priest, rabbi, clergyman, operator or employee of a day nursery and youth and recreation worker;
c) a peace officer and coroner;
d) a solicitor; and
e) a service provider and an employee of a service provider."

Section 68 (5):

"In clause (4)(b), 'Youth and recreation worker' does not include a volunteer".

This section requires the reporting of a case of suspected child abuse to a Children's Aid Society, and Section 81 (1)(b) of the Child and Family Services Act provides for the possibility of a fine of not more than $1,000 for failure to comply.

NOTE:
The Children's Aid Societies provide twenty-four hour service daily, and must investigate all cases reported to them.
(C.A.S. Daytime -- 522-1121, C.A.S. Nightline -- 522-8053)
(C.C.A.S. Daytime -- 525-2012, C.C.A.S. Nightline -- 529-2677)

Section 37 (2):

A child is in need of protection where,

a) the child has suffered physical harm, inflicted by the person having charge of the child or caused by that person's failure to care and provide for or supervise and protect the child adequately;
b) there is a substantial risk that the child will suffer physical harm inflicted or caused as described in clause (a);
c) the child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child;
d) there is a substantial risk that the child will be sexually molested or sexually exploited as described in clause (c);
e) the child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment;
f) the child has suffered emotional harm, demonstrated by severe,

   (i) anxiety,
   (ii) depression,
   (iii) withdrawal, or
   (iv) self-destructive or aggressive behaviour,

   and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm;
g) there is a substantial risk that the child will suffer emotional harm of the kind described in clause (f), and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm;
h) the child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition;
i) the child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody;
j) the child is less than twelve years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment is necessary to prevent a recurrence, and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to provide, or refuses or is unavailable or unable to consent to, those services or treatment;
k) the child is less than twelve years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of a person having charge of the child or because of that person's failure or inability to supervise the child adequately; or
l) the child's parent is unable to care for the child and the child is brought before the court with the parent's consent and, where the child is twelve years of age or older, with the child's consent, to be dealt with under this Part.

Excerpts from the Criminal Code of Canada (Section 265)

(A) ***Definitions***

(1) A person commits an assault when:

a) without the consent of another person, he applies force intentionally to that other person, directly or indirectly;
b) he attempts or threatens, by an act or a gesture, to apply force to another person, if he has, or causes that other person to believe on reasonable grounds that he has, present ability to effect his purpose; or
c) while openly wearing or carrying a weapon or an imitation thereof, he accosts or impedes another person or begs.

(2) This section applies to all forms of assault, including sexual assault, sexual assault with a weapon, threats to a third party or causing bodily harm and aggravated sexual assault.

Section 1: *ASSAULT ON STUDENT(S) BY STUDENT(S)*

Incident	Recommended Steps	Reference/Remarks
1.1 Assault on Student(s) by Student(s) (Verbal or Physical)	**Immediate**	
	1. Attempt to terminate incident.	See Appendix 1.3 (page 7)
	2. If serious, contact Police immediately.	See Operating Procedure SP5: Police Interviewing Students
	Follow-Up	
	1. Medical treatment should be sought for any injury.	See Operating Procedure SP6: Procedures in Case of Accidents and Illnesses
	2. Principal will decide whether the assault should be reported to the Police. If the Police are called, the Police will decide whether a criminal offence has been committed and if and what charges will be laid.	If the Principal's decision is not to report the incident to the Police, it does not preclude the assaulted student and/or his parent's contacting the Police.
	3. Suspension is Principal's decision.	See Operating Procedure SP20: Suspension of Pupils
	4. If either student is under 18, Administration shall contact parent(s) or guardian of that student.	
	5. All parties involved shall document all meetings and contacts from the time of the original incident.	All notes should be as objective as possible and describe observable behaviours. Such notes are accessible under the Freedom of Information Act and/or any proceedings that follow.
	6. Accident report must be completed.	
	7. Principal should notify Superintendent of Schools in event of serious assault.	
	8. The Principal may involve resource personnel.	
1.2 Threat to Student(s) by Student(s)	**Immediate**	
	1. Investigate situation fully.	NOTE: Any threat is a chargeable offence.
	2. Decide whether incident should be reported to the Police (threatening is a chargeable offence). If in doubt, consult with local Police officers (522-4925), and at least have the threat recorded.	If Police are involved, they might either lay charges or issue a caution. See Operating Procedure SP5: Police Interviewing Students

Incident	Recommended Steps	Reference/Remarks
	3. If the threatening student is under 18 and Police are involved, notify the parents as soon as possible. 4. If Police are not involved, the Principal must confront the threatening party and, depending on the seriousness of the situation, suspend or caution. In either case, if the threat comes from a student under age 18, parents should be informed. **Follow-Up** 1. The student should be advised that she/he is accountable for her/his actions and that she/he can be charged with threatening whether the threat is carried out or not. 2. Monitor the situation by interviewing the students from time to time. If possible, attempt a resolution. 3. The Principal may involve resource personnel.	

1.3 APPENDIX

RECOMMENDED PROCEDURE FOR STOPPING A FIGHT

The recommended procedure for stopping a fight or an assault involves the following steps:

- Promptly **walk**, don't run to the fight so you may visually analyze the situation (be wary of weapons)* and mentally form a strategy as you approach.
- The moment you come in sight of the altercation, use a firm, controlled, authoritative voice so that participants and bystanders will know that you want the behaviour to stop immediately.
- If possible, while **walking** to the fight, stop at various classrooms and obtain help from other staff; make sure someone is sent to the office for additional help.
- Call out to any of the students you recognize and start giving orders. Students are accustomed to responding to directions, so give them directions. You want them away from the commotion.
- If you know the fighters by name, call out each of their names and let them know you know who they are. This may be the time for a little humour. If you can get some of the kids laughing, it will ease the tension.
- If you are confronted with a real donnybrook of a fight, get additional help. Don't try to be a hero.

Source: *Peter D. Blauvelt, Effective Strategies for School Security, Reston, Virginia: National Association of Secondary School Principals, 1981.*

* NOTE:
If weapons are involved, proceed with the above steps. However, direct someone to contact the police immediately (911).

Section 2: *ASSAULT ON EMPLOYEE(S) BY STUDENT(S)*

Incident	Recommended Steps	Reference/Remarks
2.1 Assault on Employee(s) by Student(s) (Verbal or Physical)	**Immediate**	
	1. Attempt to terminate incident.	
	2. Violent physical attack requires immediate action. Seek assistance from whoever is present and contact the Police (call 911, and make it clear that it is an emergency situation). If the violent person is not known to anyone present, care should be taken to observe her/his physical appearance so that the Police may be given a description.	See Operating Procedure SP5: Police Interviewing Students
	3. If the violence is being expressed in a classroom or in a public area, attempt to get the person to accompany you to the school Office. If there is no co-operation, the Office (Principal, Vice Principal, or designate) should be contacted immediately. Should the violent person not co-operate with a member of the Administration, the Police should be contacted (911) and an emergency situation should be reported.	
	Follow-Up	
	1. Medical treatment should be sought for any injury.	See Operating Procedure SP6: Procedures in Case of Accidents and Illnesses
	2. Principal will decide whether the assault should be reported to the Police. If the Police are called, the Police will decide whether a criminal offence has been committed and if and what charges will be laid.	If the Principal's decision is not to report the incident to the Police, it does not preclude the employee contacting the Police.
	3. Suspension is Principal's decision.	See Operating Procedure SP20: Suspension of Pupils
	4. If student is under 18, Administration shall contact parent(s) or guardian.	
	5. All parties involved shall document all meetings and contacts from the time of the original incident.	All notes should be as objective as possible and describe observable behaviours. Such notes are accessible under the Freedom of Information Act and/or any proceedings that follow.
	6. Accident report must be completed.	
	7. Principal shall notify Superintendent of Schools in event of physical assault.	

Incident	Recommended Steps	Reference/Remarks
	8. It may be appropriate to involve resource personnel with the students.	
	9. It may be appropriate to involve Employee Assistance personnel with staff.	
	10. The Employee should be encouraged by Administration to contact his/her own Association/Federation/Union officer.	
	11. Should the Police decide not to lay a charge and the employee chooses to pursue the matter further through the courts (ie. civil suit), it is a private matter and the Board has no financial liability.	
2.2 Threat to Employee(s) by Student(s)	**Immediate**	
	1. The Principal shall investigate situation fully.	NOTE: Any threat is a chargeable offence.
	2. Decide whether incident should be reported to the Police (threatening is a chargeable offence). If in doubt, consult with local Police officers (522-4925), and at least have the threat recorded.	See Operating procedure SP5: Police Interviewing Students
	3. If student is under 18 and Police are involved, notify the parents as soon as possible.	
	4. If Police are involved, they may lay charges or caution the student.	
	5. If Police are not involved, confront the student and, depending on the seriousness of the situation, suspend or caution. In either case, if the threat comes from a student under age 18, parents should be informed. NOTE: Any **threat** is a chargeable offence.	See Operating Procedure SP20: Suspension of Pupils
	Follow-Up	
	1. The student should be advised that she/he is accountable for her/his actions and that she/he can be charged with threatening whether the threat is carried out or not.	
	2. Monitor the situation for a period of time and if possible attempt a resolution.	
	3. It may be appropriate to involve resource personnel.	

Incident	Recommended Steps	Reference/Remarks
2.3 Possess Weapon **There are two main categories involved here:** **a) Objects designed as weapons** **b) Objects that become weapons as a result of use**	**Immediate** 1. For students under 18 years of age, the parents should be informed immediately. 2. In most cases where a student has possession of an object designed as a weapon, the police should be called (911). 3. Possession of a penknife is not possession of a weapon. But it should be noted that if it is used as a weapon or used as a threat it then becomes a weapon and calls for action involving police and parents. 4. It may be appropriate to involve resource personnel.	See Operating Procedure SP5: Police Interviewing Students Flick knives and switch blades are examples of prohibited weapons.

Section 3: *ABUSE/ASSAULT ON STUDENT(S) BY EMPLOYEE(S)*

Incident	Recommended Steps	Reference/Remarks
3.1 Alleged Abuse of Student(s) Under Age 16 by Employee(s) of Board		Allegations of assault (emotional, physical, sexual) on children under the age of 16 years by an employee are investigated by the Child Welfare Authorities/Police Authorities as child abuse pursuant to the Child and Family Services Act and the Criminal Code of Canada. • If Principal is the alleged perpetrator, her/his role is taken by the Superintendent of Schools.
3.1.1 Student/parent contact (C)C.A.S. directly	1. If (C)C.A.S./Police advise Principal about allegation, the Principal shall notify the Superintendent of Schools who shall notify the Director's Office. 2. Superintendent of Schools shall notify the Property manager as soon as possible and provide the name of the employee, the type of charges, and the name of the employee's lawyer.	See Appendix 3.4 - CTF 5.7.2.3.c (page 23) CTF 5.7.2.3.d (page 24) If the charge is withdrawn or the employee is found not guilty, the Ontario School Board's Insurance Exchange (OSBIE) will reimburse for reasonable legal defense.
3.1.2 When parent/student contacts an employee other than alleged perpetrator or when employee other than alleged perpetrator has grounds to believe abuse may have occurred, then....	1. Employee shall report the same day/ASAP to (C)C.A.S. and make the Principal aware of the complaint. The Principal shall ensure that (C)C.A.S. is informed the same day/ASAP. If the parent/student reports directly to the Principal, the Principal shall inform (C)C.A.S. the same day/ASAP. 2. Principal shall inform the parent(s) that (C)C.A.S has been informed. 3. Principal shall notify Superintendent of Schools. Superintendent of Schools shall notify the Director's Office. Superintendent of Schools shall notify the Property Manager as soon as possible and provide the name of the employee, the type of charges, and the name of the employee's lawyer.	See Page 1, Section 68 (3) O.T.F. Regulation -- Teaching Profession Act 18 (1)(b): -- On making an adverse report on another member, furnish him/her with a written statement of the report at the earliest possible time and not later than three days after making the report. If the charge is withdrawn or the employee is found not guilty the Ontario School Board's Insurance Exchange (OSBIE) will reimburse for reasonable legal defense.

Incident	Recommended Steps	Reference/Remarks
	4. Director's Office may appoint a factfinder to provide liaison with (C)C.A.S./Police and to accumulate relevant data that will assist the Director's Office in regards to decision-making throughout this process.	See Appendix 3.4- CTF 5.7.2.3.c (page 23) CTF 5.7.2.3.d (page 24) See Factfinder Section 3.3 (page 19)
3.1.3 If (C)C.A.S./Police are interviewing student at school....	1. (C)C.A.S./Police must inform Principal.	
	2. Student is removed from class and interviewed. (C)C.A.S./Police may consult with the Principal or designate as to who should be present during the interview.	The ultimate decision about who is present during the interview rests with the (C)C.A.S./Police. The guiding principle is what is in the best interest of the child. NOTE: (C)C.A.S./Police interviewing under the Child and Family Services Act should not be confused with Police interviewing under the Young Offenders Act. (Operating Procedure SP5: Police Interviewing Students). The former involves the interviewing of a "victim", while the latter involves the interviewing of a "suspect or perpetrator".
3.1.4 If (C)C.A.S./Police wish to interview the alleged perpetrator at the school....	1. The Principal should advise the alleged perpetrator that he/she is under investigation when given the authority to do so by the (C)C.A.S./Police. The alleged perpetrator should be reminded that he/she has the right to refuse an interview without appropriate representation.	In most situations, the alleged perpetrator is requested to meet for an interview at the Police Station.
	2. Prior to an interview commencing at the school, the Principal should remind the alleged perpetrator of his/her rights to Federation/Union/legal representation.	(N.B. - any statement (verbal or written) made by the alleged perpetrator to any other person can be used in court as evidence). Emotional support is available through the Employee Assistance Plan.
3.1.5 The complaint is dropped before an investigation.	The (C)C.A.S./Police will advise the Principal that the complaint has been dropped. This information will be conveyed in writing by the Principal to the factfinder and alleged perpetrator.	

Incident	Recommended Steps	Reference/Remarks
3.1.6 The question of employee status during the investigation.	The Director's Office in conjunction with appropriate Superintendent(s) and in consultation with both the factfinder and employee will determine the status of the employee during the investigation.	See Appendix 3.4 - CTF 5.7.2.3.d/e (page 24) See Factfinder's Section 3.3.4 (page 20)
3.1.7 If no charge.	The (C)C.A.S./Police will advise the Principal that the complaint has been dropped. This information will be conveyed in writing by the Principal to the factfinder and alleged perpetrator.	See Factfinder' Section 3.3.5 (page 21)
3.1.8 If no charges, however (C)C.A.S. verifies the abuse incident.	(C)C.A.S. will be asked to share appropriate data with factfinder on the reasons for their conclusions.	See Factfinder's Section 3.3.5 (page 21)
3.1.9 If charges are laid by Police.	The Director's Office will decide on the status of the employee.	

Incident	Recommended Steps	Reference/Remarks
3.2 ***Complaint of Assault on Student(s) 16 Years of Age and Older by Employee(s) of Board***		• If the student is 16 years of age or over when the assault occurs then it is classified as assault. It should be noted that where a child is a Society Ward or a Crown Ward, up to age 18, suspected abuse or assault should be reported to the (C)CAS. • A student 16 years of age or older could lay his/her own charge against the alleged perpetrator. • If Principal is alleged perpetrator, his/her role is taken by Superintendent of Schools.
3.2.1 Student/parent contact Human Rights Commission (H.R.C.)	(H.R.C. likely to refer student to internal Board procedure before initiating Commission investigation).	See Section 3.3 - Board's Internal Factfinding Process (page 19)
3.2.2 Student/parent contact Police.	1. If Police advise Principal about allegation, the Principal shall notify the Superintendent of Schools. Superintendent of Schools notifies the Director's Office. 2. Superintendent of Schools shall notify the Property Manager as soon as possible and provide the name of the employee, the type of charges, and the name of the employee's lawyer.	See Appendix 3.4 - CTF 5.7.2.3.c (page 23) CTF 5.7.2.3.d (page 24) If the charge is withdrawn or the employee is found not guilty the Ontario School Board's Insurance Exchange (OSBIE) will reimburse for reasonable legal defense.
3.2.3 When parent/student contacts an employee other than alleged perpetrator or when employee other than alleged perpetrator has grounds to believe assault may have occurred, then....	1. Employee shall make the Principal aware of the complaint. A student should be encouraged to inform the school Principal, or if the Principal is the alleged perpetrator, the Superintendent of Schools. 2. A student 16 years of age and older could decide whether the assault should be reported to the Police. The Police will decide whether a criminal offence has been committed and if and what charges will be laid. 3. Principal shall inform the parent(s) if the student is under 18 years. The parent(s) will decide whether the assault is reported to the Police. If the Police are called, the Police will decide whether a criminal offence has been committed and if and what charges will be laid.	O.T.F. Regulartion - Teaching Profession Act 18 (1)(b): -- On making an adverse report on another member, furnish him/her with a written statement of the report at the earliest possible time and not later than three days after making the report.

Incident	Recommended Steps	Reference/Remarks
	4. Principal notifies Superintendent of Schools. Superintendent of Schools notifies the Director's Office. Superintendent of Schools shall notify the Property Manager as soon as possible and provide the name of the employee, the type of charges, and the name of the employee's lawyer.	If the charge is withdrawn or the employee is found not guilty the Ontario School Board's Insurance Exchange (OSBIE) will reimburse for reasonable legal defense.
	5. Director's Office may appoint a factfinder to provide liaison if the Police are involved and to accumulate relevant data that will assist the Director's Office in regards to decision-making throughout the process.	See Appendix 3.4 - CTF 5.7.2.3.c (page 23) See Section 3.3 - Board's Internal Factfinding Process (page 19)
3.2.4 If Police are interviewing student at school....	1. Police must inform Principal. 2. Principal shall call parents as soon as possible if the student is under 18 years of age.	This interviewing should not be confused with the Police interviewing under the Young Offenders Act. (Operating Procedure SP5: Police Interviewing Students). This interviewing involves a "victim" while the latter involves the interviewing of a "suspect".
3.2.5 If Police wish to interview the alleged perpetrator at the school....	1. The Principal should advise the alleged perpetrator that he/she is under investigation when given the authority to do so by the Police. The alleged perpetrator should be reminded that he/she have the right to refuse an interview without appropriate representation. 2. Prior to the interview commencing at the school, and in the presence of the Police, the Principal will remind the alleged perpetrator of his/her rights to Federation/Union/legal representation.	In most situations, the alleged perpetrator is requested to meet for an interview at the Police Station. (N.B. - any statement (verbal or written) made by the alleged perpetrator to any other person can be used in court as evidence). Emotional support is available through the Employee Assistance Plan.
3.2.6 The complaint is dropped before an investigation...	The Police will advise in writing both the Principal and alleged perpetrator that the complaint has been dropped. This information will be conveyed in writing by the Principal to the factfinder and alleged perpetrator.	

Incident	Recommended Steps	Reference/Remarks
3.2.7 The question of employee status during the investigation....	The Director's Office in conjunction with appropriate Superintendent(s) and in consultation with both the factfinder and employee will determine the status of the employee during the investigation.	See Appendix 3.4 - CTF 5.7.2.3.d/e (page 24) See Factfinder's Section 3.3.4 (page 21)
3.2.8 If no charges.	The Police will advise the Principal that the complaint has been dropped. This information will be conveyed in writing by the Principal to the factfinder and alleged perpetrator.	See Factfinder's Section 3.3.5 (page 21)
3.2.9 If no charges, however, Police verify the assault incident.	Police would be asked to share appropriate data with the factfinder on the reasons for their conclusions.	See Factfinder's Section 3.5.5 (page 21)
3.2.10 If charges are laid by Police.	The Director's Office will decide on the status of the employee.	

3.3 BOARD'S INTERNAL FACTFINDING PROCESS

Preface

Regardless of whether an incident is investigated by an outside agency and action taken, the Board has a responsibility to make decisions appropriate to its role as Employer and as Educator and consistent with principles of fair treatment. The Hamilton Board of Education is governed by the Education Act and its own policies and procedures. Therefore, all complaints of abuse/assault will be examined internally and decisions will be made after a fair consideration of the circumstances and based on the best interests of the student, the employee, the organization and the community.

Internal Factfinding is conducted in a CONFIDENTIAL manner and information is confided on a NEED TO KNOW basis as directed by the Director's Office.

Incident	Recommended Steps	Reference/Remarks
3.3.1 Begins as soon as Superintendent of Schools learns of the complaint.	1. Superintendent shall notify Director's Office of complaint. The Director's Office will determine whether a factfinder is to be appointed.	See Appendix 3.4 - CTF 5.7.2.2.a (page 22) CTF 5.7.2.3.a/b/c (page 23)
	2. The Union/Federation must be kept informed of the process.	The employee has access to Employee Assistance Program throughout these proceedings.
	3. If a factfinder is appointed, the factfinder will open a file.	
3.3.2 Factfinder involvement if outside agency is involved.	1. Since the primary role is with the (C)C.A.S./Police, the factfinder will keep in touch with them re: interview results with students. Since (C)C.A.S. will share data, the factfinder may rely on (C)C.A.S./Police information and may not need to reinterview students, or others interviewed by these outside agencies.	If the Internal Factfinding process had commenced, it would be placed in recess so as not to interfere with the procedures of the outside authorities.
	2. After the (C)C.A.S./Police have completed their investigation, factfinder may interview anyone else considered to have relevant, corroborative, or supportive information.	
	3. If the (C)C.A.S. and/or Police are able to substantiate their case, there may be no necessity for a further internal factfinding process.	
3.3.3 Factfinder involvement if no outside agency is involved.	Factfinder interviews all appropriate parties, visits site of occurrence, etc.	At any time in this process, it may become apparent and necessary to refer the matter to either (C)C.A.S. or Police.
3.3.4 Question of employee status during the investigation.	The Director's Office in conjunction with appropriate Superintendent(s) and in consultation with both the factfinder and employee will determine the status of the employee during the investigation.	See Appendix 3.4 - CTF 5.7.2.3.d/e (page 24) Before reaching decision discuss with Federation or Union.

Incident	Recommended Steps	Reference/Remarks
3.3.5 Completion of Factfinder Process -- outside agency involved.	Factfinder writes final report of findings for Director's Office.	
	1. If no charges, the (C)C.A.S./Police will advise the Principal that the complaint has been dropped. This information will be conveyed in writing by the Principal to the factfinder and alleged perpetrator.	
	2. If no charges, however, (C)C.A.S. verifies the abuse incident, the (C)C.A.S. would be asked to share appropriate data with factfinder on the reasons for their conclusions.	
	3. If charges are laid by Police, the Director's Office will decide on the status of the employee.	
3.3.6 Completion of Factfinder Process -- no outside agency involved.	Factfinder writes final report of findings for Director's Office.	
3.3.7 Disposition	1. The Director's Office, the Superintendent of Human Resources and others (as appropriate) review information received. Guiding principle: the final disposition of the case is based on a consideration of the best interests of the student, the employee, and the Board.	
	2. A meeting will be held with the employee, the employee's Superintendent, and a representative from the employee's Federation or Union in order to inform all appropriate parties of the final disposition.	
	3. Following the meeting (or in the absence of such a meeting due to the employee not being available) the employee will be informed in writing of the disposition.	Employee retains right to grieve decision, as any other Management decision, under the provisions of the relevant Collective Agreement.
3.3.8 Follow-Up	1. Factfinder's results may be reviewed with the student/parent(s).	
	2. Student may be referred to either an internal or external support service for follow-up.	See Operating Procedure SP15: Student Adjustment Liaison Service.

CANADIAN TEACHERS' FEDERATION: CHILD ABUSE

5.7.2 CHILD ABUSE

5.7.2.1 *Children's Right to Protection*

a) Children's fundamental right to the protection, care and affection of adults is violated when they are victims of abuse, neglect or exploitation. Prevention of such acts must be an urgent public concern.

b) The protection and treatment of abused, neglected or exploited children must be considered a public priority.

c) The co-ordination of public and community resources, supportive legislation and general public education are essential to an effective response to the prevention of child abuse and the provision of services to abused children and their families.

5.7.2.2 *The Role of Public Education*

a) Ministries of Education, in co-operation with other ministries and public groups must ensure that leadership, policy development, legislation and funding support an appropriate, co-ordinated and comprehensive school-system response to child abuse.

b) School boards and their representatives must assume responsibility for:

- planning, implementation and evaluation of their systems' responses to child abuse;
- consultation and communication with parents, teachers and the public regarding this response;
- support for teachers carrying out programs and responsibilities related to child abuse;
- recognition of such responsibilities in the determination of teacher workload;
- providing services necessary to diagnose and meet any special educational needs of abused and neglected children.

c) Action must be taken at the appropriate level(s) so that:

- materials for classroom use are readily available;
- all jurisdictions designate individuals responsible for:
  - responding to teacher concerns about child abuse,
  - communication with appropriate outside authorities,
  - co-ordinating classroom instruction and in-service education activities.

5.7.2.2

- all teachers have access to effectively designed and delivered in-service education in which:
  - alerts them to the problems of child abuse,
  - emphasizes the network of community resources available,
  - provides consistent information regarding a standardized and effective reporting mechanism,
  - provides skill-development to detect abuse and handle disclosure,
  - offers information about on-going professional support for teachers.

5.7.2.3 ***The Role of Teachers and their Organizations***

a) Teachers should work to prevent, detect and report child abuse and to support abused children.

b) Teacher organizations must:

- support their members in carrying out these duties effectively;
- ensure that their members are fairly treated by the profession and the legal system;
- advocate the protection of children from abuse.

c) Teachers must be protected from professional or legal action resulting from their initiation, in good faith, of an investigation into:

- the suspected abuse of a child;
- the suspected abusive actions of a colleague.

d) Teachers suspected or accused of child abuse must be entitled and subject to:

- the full protection of the law, including natural justice and the presumption of innocence;
- the full protection of their professional organization, including access to its legal counselling and financial resources according to its policies;
- levels of confidentiality deemed appropriate in the protection of professional reputations;
- an expeditious thorough and impartial investigation of allegations;
- a thorough hearing of all pertinent witnesses and evidence.

e) Teachers, their organizations and their employers must oppose the inappropriate use of resignation, transfer, reassignment or retirement of teacher as a means of dealing with allegations of child abuse.

f) The practices of reporting and recording the names of those convicted of child abuse must be thorough and effective.

g) The names of those accused but not convicted of an offence relating to child abuse should not be reported or recorded.

Section 4: *INTRUSION AND TRESPASSING*

Incident	Recommended Steps	Reference/Remarks
4.1 Trespassing -- Person **Each entrance to the building shall be posted with the appropriate sign, under the Trespass to Property Act, 1989.**	**Immediate** 1. When an employee sees someone in the building whom she/he thinks has no right to be there, that person should be asked, "May I help you?", and should be directed to the school Office. If that person does not proceed to the Office, or does not leave the school, the Office should be contacted. 2. When an employee sees someone in the building whom he/she thinks has no right to be there, and who he/she is unable or unwilling to confront, the Office should be contacted, and a description of the person should be provided. 3. When the presence in the school of a suspected trespasser is reported to the Office, a member of the Administration should have someone accompany him/her on the rounds of the school. 4. When the suspected trespasser is contacted, this routine should be followed: a) Determine why the person is in the school; b) Point out that any visitor is required to report at the school Office and sign in; c) If the person is on business, he/she is obliged to report to the Office; d) The person should be asked to: i) accompany you to the Office; or ii) leave the building. 5. If the person does not follow your instructions, or if you get a negative reaction, a) Return to the Office and call the Police (522-4925), reporting a trespasser; and b) Make a general P.A. announcement, using a pre-arranged code, indicating to all staff that a trespasser is in the school and that all classroom doors should be closed immediately.	See Operating Procedure SP22: Intruders in Schools -- The Trespass to Property Act

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Incident	Recommended Steps	Reference/Remarks
	6. Attempt to identify the individual so that a trespass warning letter may be sent from the office of the Manager, Property & Insurance (527-5092 ext. 209).	
	7. If the trespasser is a student from another school, the Principal of that school may be notified.	
	8. Should the trespasser reappear on school property after having been told to leave, or after having been sent a trespass warning letter, the Police should be called and asked to send an officer so that a trespassing charge may be laid.	Property and Insurance Manager will lay trespassing charges for the school. It must be understood that individuals who actually saw the trespasser on the school property must be prepared to testify in court.
	9. Whenever the Police are called, and an officer appears at the school, you should secure: a) the officer's name and badge number; and b) the occurrence number (the trespasser's name and address if known).	
4.2 Trespassing -- Occupied Unauthorized Vehicle	The School Principal (or designate) should treat such an incident in a similar fashion to having a stranger in the school building.	
	1. Attempt to secure identification i.e., vehicle licence number, driver's name, etc. Report the same to the office of the Manager, Property & Insurance (527-5092 ext. 209) so that a trespass warning letter may be sent.	
	2. If the trespasser driving the vehicle is a student from another school, the Principal of that school may be notified.	
	3. Should the trespasser driving the vehicle reappear on school property after having been told to leave, or after having been sent a warning letter, the Police should be called and asked to send an officer so that a trespassing charge may be laid.	Property and Insurance Manager will lay trespassing charges for the school. It must be understood that individuals who actually saw the trespasser on the school property must be prepared to testify in court.
	4. Whenever the Police are called, and an officer appears at the school, you should secure: a) the officer's name and badge number; and b) the occurrence number (the trespasser's name and address if known).	

Incident	Recommended Steps	Reference/Remarks
4.3 Illegally Parked Vehicle	**1. Posting of Signs** Each entrance to the parking lot should be posted with an appropriate sign, under Procedures for Enforcement of Illegal Parking on Private Property (By-law 89-75). The number and location of the signs must be approved by the Traffic Department. The Principal or designate must then notify the Traffic Department By-law Enforcement Section in writing of those persons authorized to sign complaints on behalf of the school regarding illegally parked vehicles on the private property. The authorization letter must be accompanied by a cheque in the required amount made payable to the City Treasurer. This is a one-time charge to cover the cost of the sign inspection. A follow-up visit will then be conducted to inspect the location of the signs. **2. Enforcement of By-law** To request enforcement, contact: BY-LAW ENFORCEMENT....546-4511 (between 9 a.m. and 5 p.m., Mon. to Fri.) REGIONAL POLICE....522-4925 (at other times) The complainant must sign a form to authorize enforcement, and accompany the officer to illegally parked vehicles to observe the issuance of the Provincial Infraction Notification(s). Enforcement on private property is conducted on a complaint basis only. The complainant is responsible for all Provincial Infraction Notifications issued on private property, and Provincial Infraction Notifications issued in error will not be withdrawn.	

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 12 20

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Response to The Early Years Consultation Document

A detailed response to The Early Years Consultation Document has been prepared by following the process approved by Development Committee on October 15, 1991. Feedback was received from the following interest groups:

Interest Group	*Number Involved on Response Team*
Area 1	20
Area 2	9
Area 3	6
Area 4	9
Family Studies	5
Languages	2
Hamilton Kindergarten Teachers' Association	7

The various teams represented administrators, consultants, junior and senior kindergarten teachers, co-ordinators, trustees, Area resource staff and students.

A synthesis of their comments is attached for your information.

RECOMMENDATION:

That the response to The Early Years Consultation Document be approved as the Hamilton Board of Education's response to the Ministry Consultation document The Early Years.

Prepared By: Shelagh Simpson,
Primary Consultant, Junior Kindergarten and Early Idenfication

Submitted By: Darrel Skidmore,
Superintendent of Program

Approved By: Keith A. Rielly,
Director of Education and Secretary

The Board of Education for the City of Hamilton

Response to The Early Years Consultation Paper

December, 1991

DRAFT

The Child's World

See Page 3 in the Early Years Consultation Paper

Issue 1

Should the Ontario education system play a role in serving young children and their families with regard to the following?

a) Child care	☑ Yes (100%)	☐ No
b) Prevention programs for children at risk of developing emotional or behavioural problems	☑ Yes (100%)	☐ No
c) Family counselling	☑ Yes (83%)	☑ No (16%)
d) Parenting courses	☑ Yes (100%)	☐ No
e) Breakfast programs	☑ Yes (66%)	☑ No (33%)
f) Health care	☑ Yes (66%)	☑ No (33%)
g) Recreation	☑ Yes (33%)	☑ No (16%)
h) Partnerships with community and social agencies	☑ Yes (83%)	☐ No
i) Partnerships with service clubs	☑ Yes (50%)	☐ No
j) Partnerships with other Ministries	☑ Yes (83%)	☐ No
k) Partnerships with other educational institutions	☑ Yes (66%)	☐ No
l) Other (please specify)		

Comments

If yes was selected, please describe in detail responsibilities, strategies and models for implementation at the provincial, regional and school board levels. If no was selected, what do you suggest?

Links need to be established to the Ministry of Education and other Ministries with responsibilities for children and families (COMSOC, Health, Housing, etc.)

A "Ministry of the Child" or a central planning committee will help to increase collaboration among the Ministries, reduce duplication and clarify partnerships. Education is clearly seen as the first priority of the Ministry of Education, but schools are also described as the natural hub for a community. The locating of other services such as child care, recreation, counselling and health in the school building is seen as logical. Parents are seen as part of the educational process. Clear funding guidelines will ensure that new and additional responsibilities included in this hub are adequately funded from the appropriate Ministry. The Ministry of Education's role will be to encourage and facilitate such links—not fund them.

The Ministry of Education should not mandate that local school boards establish these linking programs without the proper funding or grant support.

The focus of the community school concept should be on providing a seamless day.

Other comments discussed are:

- The need for guidelines covering confidentiality and sharing of information among agencies involved in a community school.
- Concerns about pay discrepancies between teachers and early childhood educators.
- Consideration of the particular needs of children and families living in poverty.
- The need for compulsory parenting and child development courses in schools to assist in educating future parents.
- The need to develop better partnerships with teacher training centres.
- The need for special interest groups to recognize the abilities and skills of other professionals working with children.

How Children Learn

See page 7 in the Early Years Consultation Paper

Issue 2

Should provincial policy describe learning in Junior Kindergarten and Kindergarten with regard to the following?

a) Role of play	☑ Yes (100%)	☐ No
b) Role of language	☑ Yes (100%)	☐ No
c) Role of adults	☑ Yes (100%)	☐ No
d) Areas of growth	☑ Yes (100%)	☐ No

Comments

If yes was selected, please describe in detail how these areas should be defined and expanded. If no was selected, what do you suggest?

Learning in the Early Years will be encouraged through the children's "self-directed" play, with adults there to provide opportunities, encourage variety in play and to be involved in the play to enrich language, extend thinking and stimulate curiosity. The information presented in the *Early Years Consultation Paper,* in the section "How Children Learn," should be included in the policy document.

Consideration should also be given to:

- multicultural information
- use of manipulatives associated with technologies (e.g., tools)
- differential program needs of boys/girls
- defining areas of growth in developmental stages (e.g., 3–4 years, 4–5 years, 5–6 years)
- describing learning outcomes that result from play
- describing teaching practices that reflect the role of play and role of language in the Early Years
- describing resources to help teachers establish play programs
- cautioning against an academic emphasis in the Early Years

Other suggestions include:

- developing a set of posters to describe the importance of play and language, and appropriate teaching practices for the Early Years.
- planning a public education program to inform parents and taxpayers about the role of play and why education has changed and evolved as more knowledge is gained about how children learn.

Issue 3

Should provincial policy describe indoor and outdoor learning materials and equipment for use in Junior Kindergarten and Kindergarten?

☑ Yes (83%) ☐ No

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Policy guidelines for outdoor play areas should establish a minimum standard across the province. Outdoor play areas should allow for varied topography and a variety of play activities (digging, climbing, building, riding, sliding, etc.). Guidelines for indoor play areas should consider adequate space and facilities (bathrooms, sinks, access to outside).

Policy guidelines for materials should give broad, general directions to ensure that the needs of all students will be developed through the available materials.

These directions should include:

- clarification of the role of materials and equipment
- awareness of cultural and gender sensitive materials
- descriptions of versatile materials (e.g., can be used indoors or outdoors)
- descriptions of materials recommended for each area of growth
- descriptions of materials recommended for safety

It is also suggested that an equitable system of initiative grants be set up to assist school boards in meeting the guidelines for play areas, equipment and materials.

Issue 4

Should the Ministry of Education develop a policy on "refrancisation" to ensure that school boards address the needs of children who have a wide range of linguistic abilities and are attending schools where French is the language of instruction?

☐ Yes ☐ No

Comments

If yes was selected, please describe in detail the elements that should be included in the policy. If no was selected, what do you suggest?

No responses.

Issue 5

Should provincial policy provide direction to school boards regarding the introduction of Immersion French programs in Junior Kindergarten and Kindergarten in schools where English is the language of instruction?

☑ Yes (83%) ☐ No

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

There is a need for research into current Immersion models across the province before a provincial policy is developed. The research should address issues such as:

- the need to establish a strong first language base before Immersion begins
- later Immersion; e.g., Grade 1
- core French in Kindergarten
- balance between the amount of French and English in Immersion programs

Provincial policy must ensure equitable access to Special Education services for children in French Immersion.

All children should have the opportunity to participate in French Immersion programs in their home school boards.

Entry points for an Early Immersion program vary across the province, as a result some children begin French in Junior Kindergarten, Senior Kindergarten or Grade 1. Because of these different entry points the number of hours of French instruction in the Primary division vary from board to board. Since a strong oral language base is necessary to develop literacy skills in French-as-a-second-language,consistency in hours of French instruction in the Primary Division would facilitate the transfer of students from one board to another.

Issue 6

Should the Ministry of Education develop a policy regarding the provision of a language-training program such as English as a Second Language and English Skills Development in schools where English is the language of instruction?

☑ Yes (100%) ☐ No

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

The home school kindergartens are seen as the most natural and enabling environments for the development of ESL/ESD skills. Provincial policy should address:

- guidelines for teacher in-service
- the role of the ESL/ESD specialist–teacher in providing resource help for teachers, and support for ESL/ESD students within the regular classroom
- support for ESL/ESD students with learning difficulties
- the need for educational assistants in classrooms with a high proportion of ESL/ESD students, in order to provide sufficient role models
- direction for communication to parents in their first language
- funding needs for start-up and maintenance of ESL/ESD resources
- consistency of programs across the province
- design of program policies consistent with current research

Issue 7

Should provincial policy provide direction to school boards with regard to staffing in Junior Kindergarten and Kindergarten as it relates to the following?

a) Class size	☑ Yes (100%)	☐ No
b) Pupil–adult ratio	☑ Yes (100%)	☐ No
c) Teacher aides for children with special needs	☑ Yes (83%)	☐ No
d) Other (please specify)		

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Provincial policy should recommend kindergarten class sizes that fall between the child care ratio of 1–8 and Grades 1 and 2 recommendations of 20–22 students. Maximum class sizes of 15–16 for Junior Kindergarten and 18–20 for Senior Kindergarten are recommended. Some respondents suggested that class size guidelines be expressed as board averages. Reference was made to the FWTAO statement on class size (*Active Learning in the Early School Years*, FWTAO, 1986).

All Junior Kindergarten classes should have a teacher aide in the interests of safety, adult-child interaction, and appropriate programming and evaluation. The discrepancies between the Day Nurseries Act and educational policy in the area of pupil/adult ratio were mentioned in many responses.

Class size and pupil–adult ratio need to be addressed where children with special needs are integrated into Junior and Senior Kindergarten classes. Special procedures and funding are suggested to access and to support teacher aides for children with special needs, and a "weighting factor" is suggested in order to adjust class sizes, where those classes serve special needs children, ESL/ESD children or children from a low socio-economic background.

Issue 8

Should provincial policy provide direction to school boards with regard to procedures for assessment, evaluation and reporting of children's individual patterns of development and learning?

1. Assessment

a) Teachers' observations of children	☑ Yes (83%)	☐ No
b) Parents' observations of children	☑ Yes (83%)	☐ No
c) Child care educators' observations of children	☑ Yes (83%)	☐ No
d) Other (please specify)		

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Provincial policy should give direction in the following areas:

- Assessment should be directly linked to observations of Areas of Growth.
- Focus should be on **rate of growth** and **observation for program planning** and not on comparative evaluation for retention/promotion purposes.
- Teachers need guidelines for observation (general characteristics of age groups).
- Parents' observations (of the child at home **and** in school) provide valuable information, and suggestions in this regard would be helpful.
- Child care workers and early childhood educators need similar guidelines to teachers in order to complement JK/SK assessments.
- Other professionals in the school and in outside agencies contribute to a complete assessment on some children and should be involved in the process; e.g., public health nurse, social worker, speech pathologist, administrators, resource teachers, teacher aides, physician.

2. Evaluation

a) Early and on-going identification of learning abilities and needs ☑ Yes (83%) ☐ No

b) Promotion ☑ Yes (83%) ☐ No

c) Retention ☑ Yes (83%) ☐ No

d) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Provincial policy should address the following issues:

- The range of development in children in the Early Years.
- The need for consistent early and **on-going** identification through formal and informal procedures.
- Promotion and retention of children in the Early Years need to be addressed and a clear statement made based on research findings.
- Evaluation should reflect the developmental theory of continuous progress.
- Parents and the public need to know that the focus of evaluation has changed from comparison of peers to **individual growth**.
- Evaluation should be diagnostic, formative, and summative, based on observation and knowledge of child development.
- The effect of the Freedom of Information Act on evaluation comments, files and reports, etc.
- Where benchmarks fit into the evaluation process in the Early Years.
- Portfolios of students' daily work samples.

3. **Reporting**

a) Written reports ☑ Yes (83%) ☐ No

b) Parent-teacher conferences ☑ Yes (83%) ☐ No

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Provincial policy is needed to establish minimum expectations to provide consistency and accountability as well as allowing for flexibility to meet local needs. Provincial policy should also consider the following points:

- Written reports are necessary for the Early Years as we are accountable to parents for the program.
- Written reports should be anecdotal, focus on what the child can do, be based on areas of growth and observation, and reflect individual progress.
- Several respondents suggest that oral reporting to parents is preferable for the Junior Kindergarten year and that written reports should begin in Senior Kindergarten.
- Reports need to be shared with parents during parent–teacher conferences to clarify areas of growth/needs. Parents need to understand clearly whether or not the child is making satisfactory progress, and what is meant by "satisfactory progress".
- Parents should participate in scheduled observations of the child in the classroom.
- Clarification of the Freedom of Information Act as it applies to reporting procedures, access to records, etc., would be helpful.

Program Delivery

See page 25 in the Early Years Consultation Paper

Issue 9

Should special provisions in the regulations under the Education Act be included to permit children who are not yet three years and eight months old to attend special programs to deal with the following:

a) Identified special needs ☑ Yes (40%) ☑ No (40%)

b) Linguistic needs ☑ Yes (40%) ☑ No (40%)

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Although Hamilton has one program for children younger than three years and eight months serving Hard of Hearing children, most respondents express concerns about the development of other programs for pre-school children. Instead, respondents suggest better collaboration and communication between school boards and health and social service agencies.

Issues to be explored include:

- Expansion of Early Identification programs to include information from health and social agencies and community programs.
- Development of stronger links between public health and school boards to help in identification of pre-schoolers with special needs.
- Integrated pre-school programs may be preferable to special segregated classes for young children with special needs.
- Special programs should occur within the pre-school child's natural surroundings (home, babysitter, day care) and involve the parents.

Respondents selecting yes for this issue suggest the following areas need to be explored:

- inclusion of services for deaf/blind children
- parental involvement
- clarification of issues of funding and collaboration with appropriate Ministries (Health, COMSOC)
- organization of a community-based identification process

- tri-board collaboration to share resources (speech pathologists, psychologists, etc.)
- the management of existing agency resources
  - organizational structure
  - roles and responsibilities
  - range of provision
  - priorities for service delivery

Issue 10

Should provincial policy provide direction to school boards with regard to flexible entry and attendance in Junior Kindergarten and Kindergarten?

a) Age of entry ☑ Yes (80%) ☐ No

b) Attendance ☑ Yes (80%) ☐ No

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Provincial policy is needed to define and outline a variety of school organizations and subsequent implications for age of entry; e.g., multi-age groupings, ungraded primary (ages 4–8 years), grade groupings. Policy on age of entry needs to consider on-going implications of continuous or flexible entry for programs beyond the Early Years. Some respondents suggest students begin school on their fourth birthday for Junior Kindergarten or their fifth birthday for Senior Kindergarten. A dual entry plan (September and February) was also suggested, though some respondents preferred the present single entry time. Further points for consideration include:

- enrolment in kindergarten should remain optional (due to the range of family needs around child care)
- school boards be required to offer Junior and Senior Kindergarten programs, and equal access for all children should be assured
- full-day Senior Kindergarten programs be offered (look at B.C. model for full-day and half-day models)
- funding must be made available for start-up as well as program maintenance
- provision be made for flexibility within the guidelines to meet local needs and the unique needs of individual students (special education needs, social indicators)
- guidelines for transportation
- regular attendance is crucial

Issue 11

Should provincial policy provide direction to school boards with regard to the development, implementation and revision of plans for the co-ordination of school-based child care for school-aged children and Junior Kindergarten and Kindergarten programs?

☑ Yes (83%) ☐ No

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Collaboration between Ministries will be important in co-ordinating program and operational matters so that children attending school-based child care and kindergarten experience consistency and predictability in their day.

Program co-ordination will be achieved by:

- collaborative planning among kindergarten and child care staff
- sharing of facilities (outdoor play space, etc.)
- sharing of program goals and objectives
- communication among staff regarding program modifications for special needs children
- training in before-and after-school programs

Operations co-ordination will need consideration of

- financial responsibilities (regional subsidies, Ministry grants, fee structure)
- clarification of standards and guidelines—Day Nurseries Act/Education Act
- transfer of records, confidentiality
- local access (boundaries)
- equity of access
- age of entry to child care

School boards will need to appoint a child care program leader to direct the development of the local program and operational guidelines. The Hamilton Board of Education can provide a model and policy document for the development of school-based child care.

Teacher Education

See page 31 in the Early Years Consultation Paper

Issue 12

Should provincial policy determine specific basic qualifications for the certification of teachers in Junior Kindergarten and Kindergarten?

☑ Yes (100%) ☐ No

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Teacher training programs need to offer courses in early childhood with a focus on child development, play, multicultural issues and active learning. Collaboration between colleges of education and faculties of education will be needed to link the training of kindergarten teachers and early childhood educators. Early childhood courses should also be offered as post-graduate (Ministry) courses, and consideration for hiring or appointments of kindergarten teachers should be given to teachers holding specialist certificates.

In-service programs such as mentoring, apprenticeship or internship should also be considered.

Issue 13

Should additional training components on Junior Kindergarten, Kindergarten and child care co-ordination be provided in principal and supervisory officer courses?

a) Principals ☑ Yes (83%) ☑ No (16%)

b) Supervisory Officers ☑ Yes (83%) ☑ No (16%)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

The following training components on kindergarten and child care co-ordination were suggested for principal and supervisory officer courses:

Principal Courses

- Child development theory and play theories
- Indicators of good early childhood programs and good kindergarten programs
- Early identification and program modification
- Awareness of, and sensitivity to, multicultural issues, poverty and family needs
- Strategies for co-ordination of links between schools and community agencies and child care
- Responsibilities and procedures for school-based child care

Supervisory Officer Courses

- Education Act and Day Nurseries Act
- Funding and grant issues for kindergarten and child care
- Policy development for local board child care and kindergarten programs
- Co-ordination of kindergarten and school based child care

Issue 14

Should the Ministry of Education support school boards in the delivery of professional development programs for teachers in Junior Kindergarten and Kindergarten by the following?

a) Providing guidelines and models	☑ Yes (100%)	☐ No
b) Providing models for mentorship programs and peer coaching	☑ Yes (83%)	☐ No
c) Developing training materials for professional development	☑ Yes (83%)	☐ No
d) Facilitating the establishment of teacher centres	☑ Yes (100%)	☐ No
e) Encouraging partnerships with other agencies and institutions	☑ Yes (100%)	☐ No
f) Other (please specify)		

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Ministry funding is required to support professional development programs for kindergarten teachers. On-going professional development is a vital component in refining and maintaining teaching skills. Specific suggestions for Early Years professional development include:

- the development of indicators of appropriate programs.
- training sessions for board personnel (consultants, co-ordinators, program leaders, key teachers) to enable them to develop local training programs and materials
- development of training materials (videotapes, resource guides) to assist local boards in planning professional development
- development of training models (for various topics such as whole language, teaching–learning cycle, child centred classroom, observation, evaluation)
- assistance to boards in developing mentorship programs
- summer institutes where teachers can acquire new skills
- Ministry courses with a focus on the the Early Years
- co-ordinated professional development programs for child care workers, early childhood educators and kindergarten teachers

Issue 15

Should programs be created to link the training of early childhood educators and teachers so that early childhood educators can be certified as teachers and vice versa?

☑ Yes (83%) ☐ No

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

Respondents felt strongly that teacher training and training for early childhood educators should be linked in order to provide consistency in Early Years/Early Childhood programs. It was pointed out that there are similarities and differences in the training needs of both groups and, while there is a need for greater understanding of each other's role, neither group needs to be certified to do the other's job. Some respondents, however, did advocate a shared training program for Early Year teachers and Early Childhood educators.

Specific suggestions include:

- a two-year program for ECE or B.Ed. with some overlapping courses (in growth and development, image of the young child, etc.)
- the development of an ECE specialist course for teachers (similar to current primary or junior courses)
- the formation of an Advisory Community Council with representation from school boards, community, universities, and colleges
- ECE training should be linked to degree work
- dialogue between colleges and boards of education around qualifications, responsibilities and role clarification
- dialogue needs to involve appropriate federations
- early childhood educators should have an Ontario Teachers Certificate to teach Junior Kindergarten and Senior Kindergarten
- the Ministry should examine policies and practices of other provinces in this area
- the wide salary discrepancy between teachers and early childhood educators needs to be examined

Issue 16

Should the Ministry of Eduction offer professional development to teachers in schools where French is the language of instruction to enhance their knowledge, awareness and understanding of the cultural and linguistic needs of French-language children in Ontario?

1. Teachers trained in Ontario

a) Organizing orientation sessions ☑ Yes (16%) ☐ No

b) Focusing regional workshops offered through the French-language consultative services on "refrancisation" and "animation culturelle" ☑ Yes (16%) ☐ No

Comments

If yes was selected, please describe in detail strategies that could be developed. If no was selected, what do you suggest?

No comments

2. Teachers trained outside of Ontario

a) Organizing orientation sessions ☐ Yes ☐ No

b) Focusing regional workshops offered through the French-language consultative services on "refrancisation" and "animation culturelle" ☐ Yes ☐ No

c) Other (please specify)

Comments

If yes was selected, please describe in detail the elements that should be included in the provincial policy. If no was selected, what do you suggest?

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